DOCUMENT RESUME

ED 222 597 UD 022 554

TITLE An Evaluation of the Banneker High School Program.
INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE Aug 82
NOTE 124p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Achievement; Career Planning; *Experiential Learning; Extracurricular Activities; High Schools; Institutional Characteristics; *Parent Attitudes; School Community Relationship; *School Effectiveness; Secondary School Curriculum; Self Concept; *Student Attitudes; Student Characteristics; *Teacher Attitudes
IDENTIFIERS *Banneker High School DC

ABSTRACT

The new Banneker High School Program was established in 1981 to provide a college preparatory program combining rigorous academic study with related community experiences for District of Columbia students. Evaluation of the program in 1981-82 was based on school records, interviews with school personnel, and questionnaire responses of Banneker's teachers, students, and parents. Data were collected on school characteristics; academic and extracurricular programs; teachers' background, training, and opinions about the Banneker program; students' background, experiences at Banneker and at schools previously attended, opinions about self, attitudes toward the school, and future plans; and parents' opinions about the school and observations about their children's attitudes/behavior before and since attending Banneker. Findings revealed that: (1) Banneker students scored above national norms on standardized achievement tests; (2) students were self motivated, had positive self concepts, and were confident about their ability to go to college and graduate school; (3) students regarded the Banneker program highly; (4) students identified difficulty of courses, amount of homework, and poor study habits or lack of study skills as hindrances to achievement; (5) teachers would recommend Banneker for academically talented students; and (6) parents were satisfied with the program at Banneker. Recommendations for improving the Banneker school program were based on the evaluation findings. (Author/MJL)

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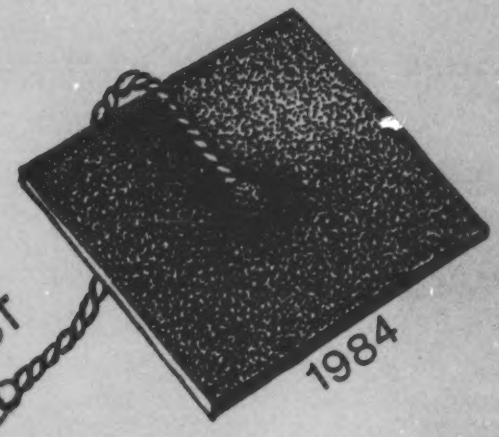
AN EVALUATION OF THE BANNEKER HIGH SCHOOL PROGRAM



ACADEMIC EXCELLENCE

COMMUNITY LABORATORY PROJECT

EXTENDED DAY PROGRAM

FLORETTA D. McKENZIE
SUPERINTENDENT OF SCHOOLS

AUGUST 1982

UD 022 554

District of Columbia Public Schools

AN EVALUATION OF BANNEKER SENIOR HIGH SCHOOL PROGRAM

Prepared by
Division of Quality Assurance
(Research and Evaluation)

District of Columbia Public Schools

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EVALUATION SUMMARY

Title: An Evaluation of the Banneker High School Program

Date: School Year 1981-1982

Evaluation Population: 2 Administrators
16 Classroom teachers
143 Ninth grade students
154 Tenth grade students
297 Parents

Program Goal:

The goal of the new Banneker High School Progam, which began in September 1981, was to provide a college preparatory program for District of Columbia students who were interested in pursuing a rigorous academic course of study combined with related community experiences. The objectives for school year 1981-82 were:

Ojective 1. To select a site, administrative staff, instructional and other staff, and students according to a time frame appropriate for the opening of school in September 1981.

Ojective 2. To provide for professional development of identified administrative and other staff as evidenced by scheduled training activities.

Ojective 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and of student/community involvement.

Ojective 4. To insure that students develop verbal and computational skills at or above national norms as evidenced by results of standardized norm-referenced achievement tests.

Results:

Data were collected from the Model High School Education Plan, Banneker High School files, interviews with the principal and assistant principal and questionnaires completed by Banneker's teachers, students and parents. The data showed the following:

- Banneker Senior High School opened in September 1981 on a site previously occupied by Banneker Junior High School.
- For school year 1981-82 Banneker had a total of 35 full-time and 2 part-time paid staff persons.
- The official October 16, 1981 student membership in Banneker was 297 of which 25% were boys and 75% were girls.
- Thirteen students withdrew during the school year, eight new students were admitted during the school year and eight new students were admitted during mid-year.
- A majority of the students (83%) came from D.C. Public Schools and represented each of the four school regions.
- Many of the students, though ranking in the top 18% of their respective classes, were not prepared for the rigorous program of study at Banneker Senior High School. As a result the administration of the school initiated an intensified tutoring program.
- The students at Banneker were engaged in a rigorous program of study which required an extended school day and a community laboratory project.
- The community laboratory projects permitted students to gain real life experiences through active participation in community activities.
- Few students attending Banneker were familiar with or involved in extra-curricular activities or in community based student programs prior to attending Banneker.
- Five students were selected to study abroad in the summer of 1982.
- Students were self-motivated, self-assured and had positive self concepts. They were positive about their ability to complete college and graduate programs.

- Banneker students scored above the national norm in reading, mathematics, language, science, social studies and reference skills on the California Tests of Basic Skills (CTBS) administered in May 1982.

- Students indicated a high regard for the Banneker program with its emphasis on academic subjects, structured courses, homework and opportunity for the Extended Day Program.

- The difficulty of the courses, the amount of homework and the students' own poor study habits or lack of study skills were reported to be hinderances to the students' achievement.

- Students' responses indicated that the main reason they chose Banneker was because of the challenging program which would prepare them for college.

- Banneker's teachers stated that they chose to teach at Banneker in order to be involved in a challenging program with highly motivated students.

- Teachers stated that they would recommend Banneker for academically talented students.

- Responses from parents indicated that they were pleased with the program at Banneker.

Recommendations:

The data collected and analyzed in the evaluation study of the Banneker Senior High School Program for school year 1981-82 provided the basis for the following recommendations:

- The Banneker Senior High Program should be continued as designed and implemented with some modifications.

- To ensure that the students entering Banneker Senior High School will have the necessary skills to cope with the rigorous curriculum, the criteria for eligibility of students should be strengthened as follows:

    a. In view of the data collected, it is apparent that the top 18% ranking requirement is too liberal and that the letter grades received by students are not comparable across schools, therefore, these areas should be studied.

b. The prospective student must show evidence of good study skills or agree to participate in a study skills orientation prior to enrolling at Banneker Senior High School.

- The library facilities at Banneker should be greatly improved.
- The science laboratory equipment should be updated and expanded.
- Technical areas such as electronics and computer science should be included in the curriculum.
- An athletic program and/or other inter-school activities should be considered for inclusion in the program so that students at Banneker will not miss out on those aspects of high school life.
- A review should be undertaken relating to the future academic and career benefits of school activities currently offered at Banneker.
- The professional and support staff of Banneker should be commended for their excellent performance during the first year of the Banneker Senior High School Program.

I. THE EVALUATION DESIGN

The Planning, Monitoring and Implementation (PMI) evaluation model was used to develop the design for evaluating the Banneker Senior High School program and is presented in Appendix A of this report.

A. Objectives

The goal of the new high school opened September 1981 was to provide a college preparatory program for District of Columbia students who were interested in pursuing a rigorous academic course of study combined with related community experiences.

Four evaluation objectives were established to assess the new program. The objectives are listed below and presented with supporting observations in Appendix A.

Ojective 1. To select a site, administrative staff, instructional and other staff, and students according to a time frame appropriate for the opening of school in September 1981.

Ojective 2. To provide for professional development of identified administrative and other staff as evidenced by scheduled training activities.

Ojective 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and of student/community involvement.

Ojective 4. To insure that students develop verbal and computational skills at or above national norms as evidenced by results of standardized norm-referenced achievement tests.

B. Instrumentation

Data was secured from the Model High School Education Plan and from the Banneker School files and administration. Additional information was secured through questionnaires developed and administered to Banneker students and to their teachers and parents.

1. The Banneker Senior High School Teacher Questionnaire. This instrument was completed by the professional staff of Banneker and furnished basic background data relative to degrees held and teaching experience. Staff also gave their reasons for applying to work at Banneker, the types of in-service training received since becoming a part of the Banneker program, information about their students and parents, and comments and opinions about the overall program at Banneker. The Teacher Questionnaire is shown in Appendix B.
2. The Banneker Senior High School Student Questionnaire. The student questionnaire shown in Appendix C solicited basic student background data, present school experiences at Banneker, previous year's school experiences, attitudes and opinions about self and school, data on the student's future plans and other comments.
3. The Banneker Senior High School Parent Questionnaire. Parents were asked to comment and give their opinions about the school and its program, and about their child's school habits and attitude at Banneker and prior to Banneker. Parents were also given the opportunity to make other comments and offer suggestions. The parent questionnaire is in Appendix D.

II. ESTABLISHMENT OF BANNEKER SENIOR HIGH SCHOOL

A. Rationale

"As I sat at my desk correcting papers of students who had just come from high school to college and noted the total inability of many of them to write, to use grammar, to interpret the printed page, or to recognize- let alone know the contents of - literary works which even a junior high school student should know, I realized how much inner-city children were being cheated out of an education." This quote was taken from an article by Emma Wormley Thomas[1/] published in the Crisis, dated December 1979 and reflects a general consensus of public opinion nationwide that schools are failing to educate.

Because the District of Columbia Public Schools serve a community faced with a range of educational, financial, and political problems and because of the mission of the school system - "to promote excellence by providing a viable and comprehensive instructional program (pre-Kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen" - the administration with the approval of the Board of Education has embarked upon several bold and innovative efforts over the past few years to solve its educational problems. One such effort was the recent establishment of a four year model high school for students interested in a structured and rigorous liberal arts course of study leading to higher education. The newly established school opened in September 1981 and is presently known as the Banneker Senior High School.

1/ Mrs. Thomas was at that time Assistant Professor of English, University of the District of Columbia, and Chairman Emeritus, English Department, McKinley High School, Washington, D.C.

B. The Site Selection

There was a great deal of consideration and deliberation over the location of the new school. Several sites were suggested and submitted for approval. The site selected was Banneker Junior High School, a school with an enrollment in 1980-81 of less than five hundred students and located in a community dominated by the historical richness of the Afro-American experience. Howard University, which was founded in 1867 to provide higher education for freed Blacks, is located across Georgia Avenue from the school site. Of special interest on the Howard campus is the university art museum, whose collection includes works by renowned artists like Lois Jones and James Porter. The Ira Aldridge Theater, named for the Black Shakespearean actor who gained fame in the early 1800's is another important campus landmark.

The Howard Theater, another building that has played an important role in Black theater, is located within walking distance of the Model High School site. Now closed, the Howard was opened in 1910 as the first legitimate theater for Blacks in the United States.

The home of Duke Ellington, located at 1212 T Street, N.W., further adds to the historical significance of the area. It is interesting to note that Ellington, who died in 1974, wrote his first piece of music while working at a cafe on Georgia Avenue and U Street, and first performed at a hall on Twelfth and U Streets.

Of equal importance to Howard University in the field of education, the Miner Building of the University of the District of Columbia, formerly Miner Teachers College, faces the east campus of the Banneker site. Until the recent establishment of a land grant university, most Black teachers

in the District of Columbia Public Schools were graduates of Miner Teachers College.

There are approximately 13,800 residents within Banneker's present service area. Many major bus lines intersect the neighborhood, including those running along Georgia Avenue, Florida Avenue, Columbia Road, Irving Street, Sherman Avenue, Eleventh, and Thirteenth Streets. In addition, Metro's Green Line is slated to stop at Ninth and Florida Avenue which is within walking distance of the school.

The parents of the new high school considered the name Benjamin Banneker appropriate to retain for the senior high school and made that recommendation to the Board of Education.

C. Staffing

A special selection process and specific criteria were established for selecting the administration and faculty of Banneker Senior High School.

Candidates for principal and assistant principal were required to furnish evidence of:

- The ability to guide and direct the educational program of the school in the areas of administration, instruction and supervision, communication/interpersonal relations, and professional development;
- Broad preparation in the humanities, sciences, and computer usage;
- A minimum of five years of satisfactory supervisory experience on the secondary level;
- Professional growth activities within the last three years;
- The ability to develop sound short and long range goals;

- The ability to articulate programs of the Model High School and of colleges and universities;
- The ability to gain public involvement;
- The knowledge of system financial and management policies and procedures;
- The ability to provide leadership in the interdisciplinary approach to instruction;
- The ability to design and implement appropriate staff orientation programs;
- The ability to design and implement staff development activities which enhance performance;
- The ability to evaluate staff, utilizing approved system procedures;
- Skill in the use of public relations techniques;
- The ability to promote and maintain effective working relationships between employee groups;
- The knowledge and understanding of the problems and needs of adolescents;
- Sensitivity to students of diverse cultures;
- Continuous professional and personal growth activities; and
- Leadership in identifying and planning professional activities for staff.

The basic requirements in the selection of the teachers, counselors, and librarian were evidence of broad academic preparation, a record of continuing achievement in subject fields, evidence of a knowledge of computers, and a successful record of performance at the secondary level. Additionally, candidates were required to have completed five years of satisfactory experience at the secondary level and be tenured employees of the D.C. Public Schools.

The staff assigned to Banneker Senior High School by position is shown in Table 1. An acting principal and acting assistant principal were appointed in July and August 1981 respectively. This action was four to five months behind schedule. As shown in Part II of the PMI reporting form in Appendix A the selection and appointment of all staff were behind schedule, but in time for the opening of school in September 1981. There is one English teacher for grade nine and one for grade ten. All other staff serve students in both grades nine and ten. There was a total of thirty-five full time and two part time persons assigned for school year 1981-82.

D. Students

The educational plan for the first year of operation of the new school called for an enrollment of 300 students, 150 in grade nine and 150 in grade ten. After school year 1981-82 students are to be admitted for the ninth grade only with individual consideration given to students desiring to transfer from programs having similar goals.

1. Selection Method and Criteria. To obtain students for Banneker for September 1981, each of the four regions of the school system was given a quota based on the region's percentage of the systemwide student membership in junior high school and projected membership for ninth and tenth grades in school year 1981-82.

   The criteria established for selecting students to attend Banneker were listed in the Benjamin Banneker High School Student Application packet.

TABLE 1

STAFF ASSIGNED TO BANNEKER SENIOR HIGH SCHOOL BY POSITION
SCHOOL YEAR 1981-82

Position Title	Number of Persons	
	Full Time	Part Time
Principal (Acting)	1	
Assistant Principal (Acting)	1	
Counselor	1	
Librarian	1	
Art Teacher		1
English Teacher	2	
French Teacher	1	
Health and Physical Education Teacher	1	
Latin Teacher		1
Mathematics Teacher	2	
Science Teacher	2	
Social Studies Teacher	2	
Spanish Teacher	1	
Typing Teacher	1	
Administrative Aide	1	
Custodial	8	
Food Service	8	
General Clerk	1	
Guidance Clerk	1	
Total Staff	35	2

The application packet submitted by students wishing to attend Banneker included the following:

- A student application/student statement which included the student's name, address, date of birth, citizenship, current school, and the parent or guardian's name and occupation; also a brief written discussion by the student which included, reasons for wanting to attend Banneker and his/her extra curricular interests;
- A parental permission and agreement form signed by the student and parent or guardian;
- Student assessment/recommendations from an English teacher, a mathematics teacher, and another teacher;
- A community service/civic recommendation from a citizen and/or community leader acquainted with the student; and
- A verification form signed by the student's principal stating that the student ranked in the top 18% of his/her class.

A waiver statement completed and signed by the student's principal and two teachers was required for any student who did not rank in the top 18% of the class. The waiver contained a written justification for recommending the student since he/she did not rank in the top 18%. The entire screening and selection process of applicants for Banneker was conducted by a review board. Final determination of acceptance was made after a personal interview with the applicant.

2. Feeder schools. Students entering Banneker Senior High School in September 1981 came from a number of different public, private, and parochial schools located within and outside of the District of Columbia. See Appendix E. Data from 273 student questionnaires completed in the fall of the school year 1981-82 revealed the following results as to the last school attended by Banneker Senior High Students:

- 230 of the 273 (84.2%) students came from 42 D.C. Public Schools which represented each of the eight wards of the city and each region of the school system;
- 199 of the 230 (86.5%) students came from 28 different junior high schools;
- 9 of the 230 (3.9%) students came from 2 middle schools;
- 15 of the 230 (6.5%) students came from 5 elementary schools with eighth grade programs;
- 1 of the 230 (0.4%) students came from a special education school;
- 6 of the 230 (2.6%) students came from 6 senior high schools with ninth grade programs;
- 68 of the 230 (29.6%) students came from a school in Region A;
- 41 of the 230 (17.8%) students came from a school in Region B;
- 64 of the 230 (27.8%) students came from a school in Region C;
- 55 of the 230 (23.9%) students came from a school in Region D;
- 2 of the 230 (0.9%) students came from 2 special schools not assigned to Regions A, B, C, or D; and
- 43 of the 273 (15.8%) students came from 35 non-D.C. Public Schools located within and outside the District of Columbia.

3. Enrollment. The official enrollment in Banneker Senior High School as of October 16, 1981 was 297 students of which 74 (24.9%) were boys and 223 (75.1%) were girls. As shown in Table 2, two hundred ninety-four (99%) of the students were Black, two were White and one an Asian/Pacific Islander. Forty-three of the students were eligible for free lunch and seventeen were eligible for reduced-price lunch.

TABLE 2

1981-82 OFFICIAL MEMBERSHIP IN BANNEKER SENIOR HIGH SCHOOL
BY GRADE, SEX AND RACE

Grade	Number of Students Black	White	Asian/Pacific Islander	Total
9	142	1		143
10	152	1	1	154
Both Grades	294	2	1	297

As shown in Table 2, the ninth grade was seven students short of the planned enrollment of 150 students for school year 1981-82 and the tenth grade was four students above the planned enrollment of 150 students. Thus, a total of 297 students instead of the planned 300 were enrolled as of October 16, 1981.

Table 3 shows the enrollment in Banneker as of December 10, 1981 based on the residence of 296 students, which was at that time one less than the offical October enrollment. The number of students by school region was within three percentage points of the quota planned for each region. Region D, the largest region was represented in Banneker by 102 students or 34.4% of the total enrollment whereas Region B, the smallest region was represented by 44 students or 14.9% of the total enrollment in Banneker. Of the students enrolled 20.6% resided in Ward 8 located in far Southeast. None of the students lived in Ward 3 located west of Rock Creek Park. Several students who were originally selected from Ward 3 either attended a day or two and did not return and/or did not report to Banneker in September 1981. Two students accepted originally as D.C. residents were later found to reside in Maryland, thus were asked to pay tuition.

TABLE 3

ENROLLMENT IN BANNEKER SENIOR HIGH SCHOOL AS OF DECEMBER 10, 1981
BASED ON STUDENT RESIDENCE

Student Residence		Number Enrolled as of 12/10/81			
School Region	Political Wards	Student Grade 9	10	Total #	Enrolled %
A	2	5	14	19	6.4%
	8	32	29	61	20.6%
	Total	37	43	80	27.0%
B	3	0	0	0	0.0%
	4	21	23	44	14.9%
	Total	21	23	44	14.9%
C	1	7	12	19	6.4%
	5	26	23	49	16.6%
	Total	33	35	68	23.0%
D	6	23	25	48	16.2%
	7	27	27	54	18.2%
	Total	50	52	102	34.4%
Maryland		1	1	2	0.7%
All Students		142	154	296*	100.0%

* The official membership as of October 16, 1981 was 297 students, as of December 10, 1981 there were 296 students enrolled in Banneker.

There was some fluctuation in the enrollment at Banneker during the school year 1981-82. A total of thirteen students withdrew due to non-residency, family relocation and/or because they found the program too difficult. Eight students were admitted during mid-year. These new enrollees were transfers from non-D.C. Public Schools or students new to the city who were at or above grade level in both reading and mathematics, were enrolled in courses parallel to Banneker's and were recommended by their prior school.

4. Achievement. The selection process and criteria, especially the low criterion requiring previous placement in the top 18% of the class, allowed for students with limited preparation to be admitted into Banneker Senior High School. Early in the school year it became very obvious that many of the students were deficient in major subject areas and were lacking in the study skills and motivation to cope with a rigorous curriculum such as the one implemented at Banneker. As a result, the administration and staff found it necessary to provide remedial and tutorial help. Tutors from the community worked with students. The teachers at Banneker worked with students before school hours, during their lunch hour and after school hours. The Center for Academic Reinforcement at Howard University provided remedial and tutorial help. As a result of all the extra devotion of time and effort by interested adults the students who entered Banneker with deficiencies began to show great improvement.

Table 4 gives the grade point averages earned by students at each grade level for the first three advisories (reporting periods). The first advisory covered the period from September 8, 1981 through November 13, 1981. The second advisory ended January 29, 1982 and the third ended April 2, 1982.

In the ninth grade class for the first advisory twenty-six students (23%) had grade point averages above 2.5 and fifty-nine students (52%) had grade point averages of 2.0 and below. The mean grade point the first semester was 2.0. The second advisory thirty students (22%) had grade point averages above 2.5 and

TABLE 4

GRADE POINT AVERAGES OF BANNEKER STUDENTS
BY ADVISORY AND GRADE LEVEL OF STUDENTS

Range of Grade Point Averages	Number of Students Within Each Grade Point Range		
	First Advisory	Second Advisory	Third Advisory
Grade 9			
4.0 - 3.6	2	1	-
3.5 - 3.1	6	11	12
3.0 - 2.6	18	18	23
2.5 - 2.1	28	20	25
2.0 - 1.6	29	33	33
1.5 - 1.1	20	22	27
1.0 - 0.6	9	24	11
0.5 - 0.1	1	8	7
0.0 - 0.0			1
(N)	(113)	(137)	(139)
(Mean)	(2.0)	(1.8)	(1.9)
Grade 10			
4.0 - 3.6	9	4	2
3.5 - 3.1	19	20	16
3.0 - 2.6	23	19	21
2.5 - 2.1	31	34	32
2.0 - 1.6	28	33	45
1.5 - 1.1	16	25	18
1.0 - 0.6	7	9	13
0.5 - 0.1	-	6	5
0.0 - 0.0	-	-	-
(N)	(133)	(150)	(152)
(Mean)	(2.3)	(2.1)	(2.1)

N = Total number of students for whom a grade point average was available for each advisory.

Mean = A mean grade point average was found for each advisory for each grade level.

eighty-seven students (64%) had averages of 2.0 and below. The mean grade point was 1.8. For the third advisory thirty-five students (25%) had grade point averages above 2.5, however, seventy-nine students (57%) had averages of 2.0 and below. The mean grade point the third advisory was 1.9. It must be noted that with each advisory the program at Banneker became more rigorous and the subject matter increasingly more difficult.

In grade ten for the first advisory fifty-one students (38%) had grade point averages above 2.5 and fifty-one students (38%) had averages of 2.0 and below. The mean grade point was 2.3. For the second advisory forty-three students (29%) had grade point averages above 2.5 and seventy-three students (49%) had an average of 2.0 or below. The mean grade point was 2.1. The third advisory thirty-nine students (26%) had a grade point average above 2.5 while eighty-one students (53%) had an average of 2.0 or below. The mean grade point for the third advisory was 2.1.

The administration and staff of Banneker undertook a reorganization in the second semester which began February 1, 1982. At that time and based on the teachers' assessments of the students, advanced classes were established in each subject area. Some of the stronger students were placed in as many as three or four advanced classes. These advanced classes were strictly college preparatory and very rigorous.

One student who completed the mathematics program at Banneker was enrolled in a freshman mathematics course at Howard University. Five of Banneker's students were scheduled to spend the summer studying abroad in 1982. Two were assigned to go to Japan, one to Norway, one to Chile and one to Colombia, South America.

Students at Banneker SHS were administered the Comprehensive Test of Basic Skills (CTBS) in May 1982. Both the ninth and tenth graders scored above the national norm in the six skill areas assessed. The median grade equivalent scores are shown in Table 5. Also shown in Table 5 are the percentages of Banneker students scoring above the national norm in each skill area.

In addition to the standard report card issued four times a year, there are three additional reports (See Appendix F) that are sent home to parents. They are the student profile which is completed by the subject area teacher, community laboratory rating form completed by the site supervisor and the student progress report which is a checklist indicating the areas where improvement is needed.

E. The Banneker Program

In selecting Banneker, students from all areas of the city choose a rigorous program demanding intensified work. The curriculum concentrates on the development of sequenced, structured subject content organized to assure competency. Courses are designed to emphasize depth and to assure the acquisition of those competencies considered essential

TABLE 5

MAY 1982 MEDIAN GRADE EQUIVALENT SCORES FOR BANNEKER STUDENTS
BY SKILL AREA AND GRADE LEVEL OF STUDENTS

Skill Areas	Grade 9			Grade 10		
	National Norm	Banneker SHS	Percent of Banneker Students Above Nat'l Norm	National Norm	Banneker SHS	Percent of Banneker Students Above Nat'l Norm
Reading	9.8	11.2	73.6%	10.8	12.0	76.3%
Mathematics	9.8	13.0	89.9%	10.8	13.2	79.2%
Language	9.8	12.0	86.1%	10.8	13.2	80.7%
Science	9.8	11.5	73.6%	10.8	12.1	72.6%
Social Studies	9.8	12.3	86.0%	10.8	13.2	81.5%
Reference Skills	9.8	12.5	86.8%	10.8	13.2	91.1%

for success in higher education. The program requires that students broaden their experiences through active community services and also requires a longer school day for all students.

1. Course and Graduation Requirements. In order to graduate Banneker students need 21 1/2 Carnegie Units of required courses and 4 units of electives for a total of 25 1/2 Carnegie Units. In other District of Columbia Public School secondary programs students must have a minimum of 17 1/2 Carnegie Units to receive a high school diploma. This requirement will be raised in all public schools to 20 1/2 units beginning with the 1984 graduating class.

   The program of study for Banneker High School is outlined in the Model High School Education Plan dated May 1981. The Banneker staff adapted the curriculum to meet the special needs of the students engaged in the rigorous program of study. Except for English I and ancient and medieval history (taken by ninth graders) and English II and global perspectives (taken by tenth graders), tenth and ninth grade students were scheduled into required subjects on a need basis without regard to grade level. The courses included algebra I and II, French I and II, geometry, health and physical education, laboratory skills (a science course instituted systemwide as a requirement concurrent to the opening of Banneker), Latin, Spanish I and II and typing and notetaking. A part-time art teacher worked with the gifted and talented in the extended day program and gave additional help during lunch time upon request.

The art teacher also served as a resource teacher for the English, science and history teachers, thus, art was not taught as a separate subject.

2. Community Laboratory Project. All students were involved in a required Community Laboratory Project which combined significant volunteer work experience with academic learning. This community service was provided through a series of planned and personalized learning experiences in other D.C. Public Schools and in the library and hospital of Howard University. Additional data is presented on these activities in Chapter III where the responses to the student questionnaires are presented and discussed. The Community Laboratory Project allows students to earn credits toward graduation while providing them with opportunities for:

   - Service to the community;
   - Additional career exploration experiences;
   - Interaction with adults;
   - Success which results in the improvement of one's self image;
   - Use of decision-making skills;
   - Reinforcement and application of the basic skills acquired in the classroom;
   - Additional motivation to learn; and
   - Understanding and respecting individuals of various ethnic and cultural backgrounds.

3. The Extended Day Program. This program was established to insure that the Banneker students would have the opportunity to develop constructive leisure time activites, become involved in experiences that develop varied career interests and be exposed to

activities that enrich personal development. The list of twenty-six activities offered to students for school year 1981-82 is shown in Table 6. Three of the activities, geoscience, project business and media technology were begun the second semester. Community personnel and resources were utilized in the conduct of the extended day activities. A few students needed and received tutorial help during the extended day period.

4. The Teacher - Adviser Program. The Banneker Teacher - Adviser Program has two major goals:

   - To provide more assistance and support for students; and
   - To personalize the relationship between students and the professional staff.

The rationale for this program was based on the belief that accountability for student progress means much more than keeping track of subjects completed, grades earned, scores on achievement tests and the maintenance of cumulative records. Thus, the role of the teacher-adviser was established as a vehicle for personalizing the education of every student despite varied abilities, interests, and backgrounds. In this role, each teacher served as an adviser to approximately twenty-five students. In contrast to their other assignments where the focus was on one subject field and the learner's acquisition of information, concepts, skills, and attitudes, the concern as teacher-adviser was for the student as a human being who was striving to develop special interests and talents.

TABLE 6

ENROLLMENT OF STUDENTS BY SEX IN EXTENDED DAY PROGRAM ACTIVITIES FOR 1981-82

Extended Day Activities	Number of Students In Each		
	Boys	Girls	Total
Acting	7	22	29
Banneker Choral Ensemble	4	28	32
Beginning Bridge	3	5	8
Bicycle Maintenance and Repair	6	1	7
Body Beautiful	1	30	31
Communications	4	5	9
Creative Competitions	5	5	10
Fashion Notes for Fall and School	1	18	19
Future Nurses of America		35	35
Geoscience	1	10	11
Gymnastics	3	24	27
Media Technology	4	20	24
Miniature Productions	6	4	10
Modern Dance		30	30
Modern Hair Styling		30	30
Movement, Dance		13	13
Ocean and Marine Science Technology	9	3	12
Play Production	12	39	51
Poetry		7	7
Project Business	11	14	25
Projects in Math	4	9	13
Slimnastics		20	20
Swimming	15	24	39
Technical Training	4	8	12
The Printed Word	6	24	30
Weight Training	23	1	24

The teacher-adviser assumed responsibility for helping students on a personal basis with their schedules, community laboratory projects, extended day classes, future personal basis with their schedules, community laboratory projects, extended day classes, future career and educational interests, and as a friend with their everyday problems.

Students were assigned at random to an adviser and remained in contact with the same teacher-adviser throughout their enrollment at Banneker unless a change was desired by either the adviser or the student and a good reason given.

Each teacher-adviser reserved a period of each day to see students on an individual basis. The teacher-adviser likewise met with parents regularly to present the student's total profile, to offer advice, and to answer questions regarding school progress and adjustment.

III. RESPONSES TO EVALUATION QUESTIONNAIRES

As part of the evaluation of the Banneker Model Academic High School, questionnaires were administered in the fall of 1981 to the students, teachers and parents of the school. Copies of the questionnaires are located in Appendices B (teachers), C (students) and D (parents). Although separate questionnaires were developed by staff of the Division of Quality Assurance for each of the three groups involved, several questions were purposely the same for the three groups. The responses of the students, teachers and parents to the questionnaires were analyzed and are summarized in this section of the report. Sub-section A summarizes students' responses, sub-section B is devoted to the responses of teachers, and sub-section C describes the responses of parents. Sub-sections D and E compare the responses of students, teachers and parents to questions which were identical for the three groups.

A. Students' Responses to Banneker Evaluation Questionnaire

Questionnaires were returned by 273 of the 297 (92%) students enrolled at Banneker. This total was equally divided between the ninth and tenth graders. Three-fourths of the students completing the questionnaire were female, one-fourth were male. More male respondents were tenth graders (13.1%) compared to ninth graders (12.7%). Ninth and tenth grade female respondents were equally represented in the sample (37.1%). Nearly 7 out of 10 of the students responding to the Banneker Evaluation Questionnaire came from regular junior high schools (grades seven through nine), 1 out of 10 was from extended elementary grade programs (grades one through eight) and nearly 2 out of 10 did not attend a public school in the District the year before they attended Banneker. Table 7 displays these obsevations.

TABLE 7

DESCRIPTION OF STUDENT RESPONDENTS TO EVALUATION QUESTIONNAIRE

Grade	Percent	Number
9	50%	135
10	50%	137
Total		272

Sex	Percent	Number
Male	26%	70
Female	74%	198
Total		268

Grade		Sex: Male	Sex: Female
9	Percent of Total	12.7%	37.1%
	Number of Students	34	99
10	Percent of Total	13.1%	37.1%
	Number of Students	35	99

Type of School Attended Last Year	Percent	Number
D.C. Junior High Schools (D.C. JHS)	68%	183
D.C. Elementary Schools with 8th grade programs (D.C. ES)	13%	36
D.C. High Schools with 9th grade programs (D.C. SHS)	2%	6
Other	17%	46

The Student Questionnaire responses are organized into four parts. Part 1 pertains to the background of Banneker students, Part 2 is concerned with the students' perceptions of the general academic program of Banneker, Part 3 describes the special programs offered at Banneker and Part 4 pertains to the students' post high school plans.

The percent of the students who responded in a specific way was determined. Several tables relate to each of the four parts of the students' responses. These are: Student Background (Tables 8 -12); General Academic Program (Tables 13 -21); Special Programs (Tables 22-27) and Post High School Plans (Tables 28-31).

1. Student Background. The following observations resulted from analyses pertaining to information on the students themselves.

   - The majority of students, regardless of their grade, sex or type of school which they attended last year, indicated that they received half A's and half B's in school the year previous to attending Banneker (Table 8).
   - The average academic grades last year as reported by females were significantly higher than those for the male respondents (Not shown in Table 8).

TABLE 8

STUDENTS' RESPONSES AS TO THEIR ACADEMIC GRADES LAST YEAR BY GRADE LEVEL AND SEX OF STUDENTS AND TYPE OF SCHOOL ATTENDED LAST YEAR

Student Grade Level		Academic Grades A (1)	A/B (2)	B (3)	B/C (4)	C (5)	C/D (6)	Means
9	%	25.2%	35.6%	16.3%	18.5%	3.7%	0.7%	2.4
	n	34	48	22	25	5	1	
10	%	16.8%	40.9%	19.0%	18.2%	3.6%	1.5%	2.6
	n	23	56	26	25	5	2	
Sex of Student								
Male	%	10.0%	32.9%	20.0%	28.6%	7.1%	1.4%	2.9
	n	7	23	14	20	5	1	
Female	%	25.3%	39.4%	17.2%	14.6%	2.5%	1.0%	2.3
	n	50	78	34	29	5	2	
Type of School Attended								
D.C. ES	%	22.2%	41.7%	11.1%	22.2%	2.8%	0.0%	2.4
	n	8	15	4	8	1	0	
D.C. JHS	%	21.9%	38.8%	19.7%	16.9%	2.7%	0.0%	2.4
	n	40	71	36	31	5	0	
D.C. SHS	%	0.0%	50.0%	16.7%	16.7%	0.0%	16.7%	3.2
	n	0	3	1	1	0	1	
Other	%	19.6%	30.4%	15.2%	21.7%	8.7%	4.3%	2.8
	n	9	14	7	10	4	2	

- The majority of Banneker students reported that they have either never heard of or heard of but have not participated in a number of community-based student programs, such as D.C. Youth Orchestra, Mayor's Leadership Training or Upward Bound (Table 9). This result indicates that few students attending Banneker were familiar with or involved in programs of these kind.

TABLE 9

STUDENTS' RESPONSES AS TO WHETHER THEY HAD HEARD OF OR PARTICPATED IN COMMUNITY-BASED HIGH SCHOOL EDUCATIONAL PROGRAMS BY GRADE LEVEL OF STUDENTS

Educational Programs	Responses					
	Never heard of program		Have heard of program but not Participated		Have Participated in program	
	%	n	%	n	%	n
Higher Achievement Program (HAP)						
Grade 9	50.4%	67	37.6%	50	12.0%	16
Grade 10	50.0%	68	41.9%	57	8.1%	11
Mayor's Leadership Training Program						
Grade 9	55.2%	74	42.5%	57	2.2%	3
Grade 10	33.6%	46	59.9%	82	6.6%	9
Youth in Engineering (Yes)						
Grade 9	45.5%	60	47.0%	62	7.6%	10
Grade 10	46.7%	63	34.1%	46	19.3%	26
Junior Achievement						
Grade 9	24.6%	32	68.5%	89	6.9%	9
Grade 10	18.4%	25	69.9%	95	11.8%	16
D.C. Youth Orchestra						
Grade 9	14.3%	19	77.4%	103	8.3%	11
Grade 10	9.5%	13	81.8%	112	8.8%	12
Upward Bound						
Grade 9	64.4%	85	34.1%	45	1.5%	2
Grade 10	31.4%	43	65.0%	89	3.6%	5

- The majority of Banneker students had not participated in school activities, such as school publications, hobby clubs or school councils prior to attending Banneker (Table 10).

TABLE 10

STUDENTS' RESPONSES REGARDING THEIR LEVEL OF PARTICIPATION IN SCHOOL ACTIVITIES LAST YEAR BY SEX OF STUDENTS

School Activities	Responses					
	Did not participate		Actively Participated		Participated as leader/ officer	
	%	n	%	n	%	n
Athletic teams/clubs						
Male	40.6%	28	42.0%	29	17.4%	12
Female	52.3%	101	35.2%	68	12.4%	24
Cheerleaders, pep club, majorettes						
Male	98.5%	66	1.5%	1	0.0%	0
Female	64.4%	125	23.2%	45	12.4%	24
Debating, drama, band, chorus						
Male	58.0%	40	26.1%	18	15.9%	11
Female	54.4%	105	31.6%	61	14.0%	27
Hobby clubs						
Male	75.4%	52	14.5%	10	10.1%	7
Female	78.0%	149	17.3%	33	4.7%	9
Honorary clubs						
Male	65.2%	45	26.1%	18	8.7%	6
Female	59.0%	115	29.2%	57	11.8%	23
School publications						
Male	72.1%	49	22.1%	15	5.9%	4
Female	69.5%	132	22.1%	42	8.4%	16
School subject matter clubs						
Male	61.2%	41	31.3%	21	7.5%	5
Female	70.3%	135	22.9%	44	6.8%	13
School council/government						
Male	58.6%	41	21.4%	15	20.0%	14
Female	62.3%	119	20.9%	40	16.8%	32
Vocational clubs						
Male	98.6%	68	0.0%	0	1.4%	1
Female	84.3%	161	11.0%	21	4.7%	9

- Most of the students indicated that parents, themselves, a teacher and/or guidance counselor were very important influences in their decision to attend Banneker. Least important were their school principal, clergymen and other adults (Tables 11, 11a).

TABLE 11

STUDENTS' RESPONSES AS TO THE DEGREE OF IMPORTANCE OF PERSONS INFLUENCING THE STUDENT'S CHOICE OF BANNEKER BY GRADE LEVEL OF STUDENTS

Persons	Responses					
	Not Important		Somewhat Important		Very Imporant	
	%	n	%	n	%	n
Principal/Assistant						
Grade 9	43.7%	59	42.2%	57	14.1%	19
Grade 10	48.2%	66	27.7%	38	24.1%	33
Teacher						
Grade 9	12.6%	17	29.6%	40	57.8%	78
Grade 10	21.2%	29	26.3%	36	52.6%	72
Guidance Counselor						
Grade 9	27.4%	37	20.7%	28	51.9%	70
Grade 10	21.3%	29	26.5%	36	52.2%	71
Relative						
Grade 9	33.1%	44	33.1%	44	33.8%	45
Grade 10	38.5%	52	31.9%	43	29.6%	40
Clergymen						
Grade 9	60.0%	108	8.9%	12	11.1%	15
Grade 10	75.2%	103	13.9%	19	10.9%	15
Myself (Student)						
Grade 9	3.7%	5	18.5%	25	77.8%	105
Grade 10	3.6%	5	18.2%	25	78.1%	107
Friends						
Grade 9	39.6%	53	46.3%	62	14.2%	19
Grade 10	45.3%	62	40.9%	56	13.9%	19
Parents						
Grade 9	0.8%	1	15.0%	20	84.2%	112
Grade 10	1.5%	2	18.4%	25	80.1%	109
Another Adult						
Grade 9	47.0%	62	15.9%	21	37.1%	49
Grade 10	43.1%	59	26.3%	36	30.7%	42

TABLE 11a

STUDENTS' RESPONSES AS TO THE DEGREE OF IMPORTANCE OF PERSONS INFLUENCING THE STUDENT'S CHOICE OF BANNEKER BY SEX OF STUDENTS

Persons	Responses					
	Not Important		Somewhat Important		Very Imporant	
	%	n	%	n	%	n
Principal/Assistant						
Male	51.4%	36	30.0%	21	18.6%	13
Female	43.4%	86	36.9%	73	19.7%	39
Teacher						
Male	20.0%	14	35.7%	25	44.3%	31
Female	16.2%	32	25.8%	51	58.1%	115
Guidance Counselor						
Male	30.0%	21	21.4%	15	48.6%	34
Female	23.4%	46	24.4%	48	52.3%	103
Relative						
Male	46.4%	32	27.5%	19	26.1%	18
Female	32.8%	64	33.8%	66	33.3%	65
Clergymen						
Male	82.9%	58	8.6%	6	8.6%	6
Female	76.8%	152	11.6%	23	11.6%	23
Myself (Student)						
Male	5.7%	4	14.3%	10	80.0%	56
Female	2.5%	5	20.2%	40	77.3%	153
Friends						
Male	54.3%	38	34.3%	24	11.4%	8
Female	38.6%	76	46.2%	91	15.2%	30
Parents						
Male	2.9%	2	12.9%	9	84.3%	59
Female	0.5%	1	18.5%	36	81.0%	158
Another Adult						
Male	47.1%	33	27.1%	19	25.7%	18
Female	44.6%	87	20.0%	39	35.4%	69

- The majority of students have a high level of personal self regard, such as: (a) taking a positive attitude toward themselves, (b) believing they are a person of worth and (c) feeling satisfied with themselves (Table 12).

TABLE 12

STUDENTS' RESPONSES ABOUT THEIR ATTITUDES AND OPINIONS REGARDING BOTH PERSONAL AND MORE GENERAL AFFECTIVE STATEMENTS BY SEX OF STUDENTS

Affective Statements	Responses			
	No		Yes	
	%	n	%	n
I take a positive attitude toward myself.				
Male	4.3%	3	95.8%	67
Female	4.1%	8	95.9%	188
Good luck is more important than hard work for success.				
Male	97.2%	68	2.9%	2
Female	94.9%	185	5.1%	10
I feel I am a person of worth, on an equal plane with others.				
Male	2.9%	2	97.1%	67
Female	3.6%	7	96.3%	187
I am able to do things as well as most other people.				
Male	7.1%	5	92.8%	65
Female	5.1%	10	94.9%	186
Every time I try to get ahead, something/somebody stops me.				
Male	71.5%	50	28.5%	20
Female	80.7%	158	19.4%	38
Planning only makes a person unhappy since plans hardly ever work out anyway.				
Male	91.4%	64	8.5%	6
Female	85.6%	167	14.4%	28
People who accept their condition in life are happier than those who try to change things.				
Male	43.4%	30	56.5%	39
Female	35.0%	69	65.0%	128
On the whole, I'm satisfied with myself.				
Male	17.1%	12	82.9%	58
Female	16.3%	32	83.7%	165

2. General Academic Program. The following observations resulted from analyses of questions which pertained to the students' perceptions of the academic program of Banneker.

   - The largest proportion of the 9th and 10th grade respondents indicated that the difficulty of the courses, the amount of homework and their own poor study habits or lack of study skills affected their education at Banneker. Factors, such as parental interest, teacher assistance and previous academic preparation were reported not to hinder the student's education (Table 13).

TABLE 13

STUDENTS' RESPONSES AS TO THE DEGREE TO WHICH CERTAIN FACTORS AFFECTED THEIR EDUCATION AT BANNEKER BY GRADE LEVEL OF STUDENTS

Factors	Responses					
	Not at all		Somewhat		A Great Deal	
	%	n	%	n	%	n
Courses are too hard						
Grade 9	28.9%	39	64.4%	87	6.7%	9
Grade 10	36.5%	50	62.0%	85	1.5%	2
Teachers don't help me enough						
Grade 9	46.3%	62	29.9%	40	23.9%	32
Grade 10	50.4%	69	36.5%	50	13.1%	18
School doesn't offer the courses I want to take						
Grade 9	46.2%	61	37.9%	50	15.9%	21
Grade 10	44.5%	61	40.9%	56	14.6%	20
My job takes too much time						
Grade 9	75.0%	99	20.5%	27	4.5%	6
Grade 10	74.8%	100	20.9%	28	4.5%	6
Transportation to school is difficult						
Grade 9	59.3%	80	34.8%	47	5.9%	8
Grade 10	69.3%	95	24.1%	33	6.6%	9
Parents aren't interested in my education						
Grade 9	69.4%	93	1.5%	2	29.1%	39
Grade 10	71.5%	98	3.6%	5	24.8%	34
Don't feel part of the school						
Grade 9	54.5%	72	34.1%	45	11.4%	15
Grade 10	56.2%	77	32.1%	44	11.7%	16
Find it hard to adjust to school routine						
Grade 9	53.4%	71	31.6%	42	15.0%	20
Grade 10	57.7%	79	35.0%	48	7.3%	10
Poor teaching						
Grade 9	71.6%	96	26.1%	35	2.2%	3
Grade 10	66.2%	90	30.9%	42	2.9%	4
Worry over money problems						
Grade 9	82.1%	110	14.2%	19	3.7%	5
Grade 10	86.1%	118	8.0%	11	5.8%	8
My own ill health						
Grade 9	88.0%	117	8.3%	11	3.8%	5
Grade 10	84.2%	112	12.0%	16	3.8%	5
Poor study habits						
Grade 9	34.1%	46	50.4%	68	15.6%	21
Grade 10	30.7%	42	59.9%	82	9.5%	13

TABLE 13 (continued)

STUDENTS' RESPONSES AS TO THE DEGREE TO WHICH CERTAIN FACTORS AFFECTED THEIR EDUCATION AT BANNEKER BY GRADE LEVEL OF STUDENTS

Factors	Responses					
	Not at all		Somewhat		A Great Deal	
	%	n	%	n	%	n
Family obligations						
Grade 9	70.1%	94	23.9%	32	6.0%	8
Grade 10	66.2%	90	26.5%	36	7.4%	10
Lack of good place to study at home						
Grade 9	72.4%	97	22.4%	30	5.2%	7
Grade 10	70.8%	97	21.9%	30	7.3%	10
Missing last year's school, friends, and teachers						
Grade 9	35.1%	47	41.8%	56	23.1%	31
Grade 10	51.8%	71	32.8%	45	15.3%	21
Too much homework						
Grade 9	39.6%	53	50.7%	68	9.7%	13
Grade 10	35.8%	49	46.7%	64	17.5%	24
My lack of study skills						
Grade 9	37.3%	50	47.8%	64	14.9%	20
Grade 10	43.4%	59	49.3%	67	7.4%	10
Poor preparation for the academic programs						
Grade 9	55.6%	75	37.8%	51	6.7%	9
Grade 10	67.6%	92	26.5%	36	5.9%	8

- The majoriy of students perceived the program at Banneker as: (a) placing an emphasis on the basic academic subjects, (b) providing counseling, vocational and other academic assistance and direction to students, (c) not emphasizing technical areas, such as computer science, and (d) structuring courses which are not a waste of time. Ninth graders appeared to be more concerned than 10th graders that the school uses a variety of instructional techniques and that counseling assists with interpersonal relations (Table 14).

TABLE 14

STUDENTS' RESPONSES AS TO THE AGREEMENT/DISAGREEMENT TO EIGHT POSSIBLE EDUCATIONAL INPUTS AND OUTCOMES OF BANNEKER'S PROGRAM BY GRADE LEVEL OF STUDENTS

Educational Inputs/Outcomes Statements	Responses							
	Agree Strongly		Agree Somewhat		Disagree Somewhat		Disagree Strongly	
	%	n	%	n	%	n	%	n
School placed emphasis on basic academic subjects (math, science, English, etc.)								
Grade 9	84.3%	113	14.2%	19	0.7%	1	0.7%	1
Grade 10	87.4%	118	11.9%	16	0.7%	1	0.0%	0
School provided help for students who were having trouble with academic subjects								
Grade 9	85.7%	114	12.0%	16	0.8%	1	1.5%	2
Grade 10	88.1%	119	8.1%	11	2.2%	3	1.5%	2
Most required courses here were a waste of time								
Grade 9	3.0%	4	3.7%	5	17.9%	24	75.4%	101
Grade 10	3.0%	4	11.1%	15	11.9%	16	74.1%	100
School placed emphasis on technical programs (electronics, computer science, etc.)								
Grade 9	6.2%	8	16.3%	21	24.8%	32	52.7%	68
Grade 10	6.1%	8	16.7%	22	28.8%	38	48.5%	64
School provided me with counseling that will help me continue my education								
Grade 9	60.2%	80	30.8%	41	4.5%	6	4.5%	6
Grade 10	63.9%	85	27.8%	37	6.0%	8	2.3%	3
School gave me new ideas about the type of work I wanted to do								
Grade 9	45.9%	61	30.1%	40	15.0%	20	9.0%	12
Grade 10	45.5%	61	32.1%	43	14.2%	19	8.2%	11

TABLE 14 (continued)

STUDENTS' RESPONSES AS TO THE AGREEMENT/DISAGREEMENT TO EIGHT POSSIBLE EDUCATIONAL INPUTS AND OUTCOMES OF BANNEKER'S PROGRAM BY GRADE LEVEL OF STUDENTS

Educational Inputs/Outcomes Statements	Responses							
	Agree Strongly		Agree Somewhat		Disagree Somewhat		Disagree Strongly	
	%	n	%	n	%	n	%	n
School provided me with counseling that helped me get a better idea of myself and my relations with other people								
Grade 9	43.2%	57	34.8%	46	12.1%	16	9.8%	13
Grade 10	33.8%	45	38.3%	51	16.5%	22	11.3%	15
School used a variety of instructional techniques								
Grade 9	41.4%	55	39.8%	53	10.5%	14	8.3%	11
Grade 10	39.6%	53	41.8%	56	11.9%	16	6.7%	9

- Student-centered discussions, laboratory projects, teacher lectures and writing projects were instructional methods which 9th and 10th grades reported to be used frequently or fairly often in the classroom. Computer-assisted instruction, field trips and individualized instruction were techniques seldom or never used as reported by most students (Table 15).

TABLE 15

STUDENTS' RESPONSES AS TO THE DEGREE TO WHICH VARIOUS INSTRUCTIONAL METHODS ARE USED IN THEIR COURSES AT BANNEKER BY GRADE LEVEL OF STUDENTS

Instructional Methods	Responses								Means
	Never (1)		Seldom (2)		Fairly Often (3)		Frequently (4)		
	%	n	%	n	%	n	%	n	
Teacher Lectures									
Grade 9	1.5%	2	22.4%	30	43.3%	58	32.8%	44	3.1
Grade 10	1.5%	2	13.1%	18	40.9%	56	44.5%	61	3.3
Student-Centered Discussions									
Grade 9	5.2%	7	20.9%	28	42.5%	57	31.3%	42	3.0
Grade 10	0.7%	1	23.9%	32	39.6%	53	35.8%	48	3.1
Project/Laboratory									
Grade 9	12.3%	15	29.5%	36	38.5%	47	19.7%	24	2.7
Grade 10	10.7%	14	18.3%	24	38.9%	51	32.1%	42	2.9
Writing Projects									
Grade 9	3.8%	5	19.5%	26	39.8%	53	36.8%	49	3.1
Grade 10	0.7%	1	15.6%	21	34.8%	47	48.9%	66	3.3
Field Trips									
Grade 9	42.5	57	35.8%	48	12.7%	17	9.0%	12	1.9
Grade 10	33.3%	44	39.4%	52	19.7%	26	7.6%	10	2.0
Individualized Instruction									
Grade 9	9.8%	13	33.8%	45	33.8%	45	22.6%	30	2.7
Grade 10	10.5%	14	41.4%	55	27.1%	36	21.1%	28	2.6
Computer-Assisted Instruction									
Grade 9	83.6%	112	9.7%	13	4.5%	6	2.2%	3	1.3
Grade 10	86.7%	117	6.7%	9	5.9%	8	0.7%	1	1.2

- The majority of students spend 5 to 10 hours per week on homework. With the exception of 57 students receiving mostly"A" last year, academic grades did not appear to affect the amount of time students spend on homework (Table 16).

TABLE 16

STUDENTS' RESPONSES AS TO AVERAGE AMOUNT OF TIME THEY SPEND ON HOMEWORK PER WEEK BY GRADE LEVEL OF STUDENTS AND ACADEMIC GRADES RECEIVED LAST YEAR

Student Grade Level	Hours/Week on Homework: Less than 5 (3) %	n	5-10 (4) %	n	More than 10 (5) %	n	Means
9	20.7%	28	51.9%	70	27.5%	37	4.1
10	8.0%	11	48.9%	67	43.1%	59	4.4
Summary of Academic Grades Last Year							
A	8.8%	5	45.6%	26	45.6%	26	
A/B	10.6%	11	51.0%	53	38.5%	40	
B	16.3%	8	55.1%	27	28.6%	14	
B/C	22.0%	11	48.0%	24	30.0%	15	
C	30.0%	3	60.0%	6	10.0%	10	
C/D	33.3%	1	66.7%	2	0.0%	0	

- One-third of the students in grades 9 and 10 reported that they receive homework daily in at least 5 courses. The largest percent of 10th graders reported homework daily in 6 courses (Table 17).

TABLE 17

STUDENTS' RESPONSES AS TO HOW MANY COURSES THEY RECEIVE HOMEWORK FOR DAILY BY GRADE LEVEL OF STUDENTS

Grade 9	Number of Courses: 1	2	3	4	5	6	7
Percent	0.0%	2.2%	19.4%	24.6%	33.6%	20.1%	0.0%
Number	0	3	26	33	45	27	0
Grade 10							
Percent	0.0%	2.2%	9.6%	15.6%	33.3%	37.0%	2.2%
Number	0	3	13	21	45	50	3

- Three-fourths of the 10th graders reported that the guidance counselor was accessible and informative. Slightly more than half of the 9th graders viewed the counselor in these ways (Tables 18 and 19).

TABLE 18

STUDENTS' RESPONSES ABOUT THE ACCESSIBILITY OF THE GUIDANCE COUNSELOR WHEN NEEDED BY GRADE AND SEX OF STUDENTS

Student Grade Level	Responses					
	Yes		No, but school has guidance counselor		Never needed to see a guidance counselor	
	%	n	%	n	%	n
9	58.5%	79	1.5%	2	40.0%	54
10	75.0%	102	3.7%	5	21.3%	29
Sex of Student						
Male	68.6%	48	0.0%	0	31.4%	22
Female	66.0%	130	3.6%	7	30.5%	60

TABLE 19

STUDENTS' RESPONSES AS TO THE AVAILABILITY FROM THE GUIDANCE COUNSELOR OF NECESSARY INFORMATION BY GRADE AND SEX OF STUDENTS

Student Grade Level	Responses					
	Yes		No, but school has guidance counselor		Never needed to see a guidance counselor	
	%	n	%	n	%	n
9	48.1%	65	0.0%	0	51.9%	70
10	75.0%	102	1.5%	2	23.5%	32
Sex of Student						
Male	67.1%	47	1.4%	1	31.4%	22
Female	59.9%	118	0.5%	1	39.6%	78

- Nearly ninety percent of the students reported that their classes begin at 8:00-8:59 A.M. Most (71%) of the students end their day at 3:00-3:59 P.M. Another 30% of the students reported 4:00 P.M. or later to be the time when their last class ended (Tables 20 and 21).

TABLE 20

PERCENT OF STUDENTS INDICATING THE TIME OF DAY THEIR FIRST CLASS BEGINS

Time	Students' Responses	
	Percent	Number
7:00 - 7:59	10.7%	29
8:00 - 8:59	88.1%	238
9:00 - 9:59	1.1%	3
10:00 - 10:59	0.0%	0
11:00 +	0.0%	0

TABLE 21

PERCENT OF STUDENTS INDICATING THE TIME OF DAY THEIR LAST CLASS/ACTIVITY ENDS

Time	Students' Responses	
	Percent	Number
12:00 - 12:59	0.0%	0
1:00 - 1:59	0.0%	0
2:00 - 2:59	1.1%	3
3:00 - 3:59	71.2%	190
4:00 +	27.7%	74

3. Special Programs. The Banneker High School offers students opportunities to be involved in a number of special programs. These programs are the Extended Day Program and the Community Laboratory Project, as

well as other activities routinely part of high school extra-curricular activities. Tables 22 through 27 describe students' participation in these programs based upon their responses to the Student Questionnaire. The following observations are reported.

- More than three-fourths of the students reported that for this school year they have not participated in extra curricular activities, such as school council/government, debating clubs, honorary clubs and pep clubs (Table 22).

TABLE 22

STUDENTS' RESPONSES REGARDING THEIR LEVEL OF PARTICIPATION IN SCHOOL ACTIVITIES THIS YEAR BY SEX OF STUDENTS

School Activities	Responses					
	Have not participated		Activities Participated		Participated as leader/ officer	
	%	n	%	n	%	n
Athletic teams/clubs						
Male	60.0%	42	31.4%	22	8.6%	6
Female	86.7%	170	13.3%	26	0.0%	0
Cheerleaders, pep club, majorettes						
Male	100.0%	67	0.0%	0	0.0%	0
Female	99.0%	191	1.0%	2	0.0%	0
Debating, drama, band, chorus						
Male	84.3%	59	12.9%	9	2.9%	2
Female	70.5%	134	25.8%	49	3.7%	7
Hobby club						
Male	85.5%	59	14.5%	10	0.0%	0
Female	85.8%	163	13.2%	25	1.1%	2
Honorary clubs						
Male	97.1%	66	2.9%	2	0.0%	0
Female	95.8%	183	3.1%	6	1.0%	2
School publications						
Male	88.2%	60	11.8%	8	0.0%	0
Female	90.2%	174	9.8%	19	0.0%	0
School subject matter clubs						
Male	88.4%	61	11.6%	8	0.0%	0
Female	86.9%	166	12.6%	24	0.5%	1
School council/government						
Male	76.8%	53	11.6%	8	11.6%	8
Female	88.9%	169	6.8%	13	4.2%	8
Vocational clubs						
Male	98.6%	68	0.0%	0	1.4%	1
Female	93.2%	178	6.8%	13	0.0%	0

- Over three-fourths of the ninth and tenth grade students indicated that the Extended Day Program provided them opportunities to develop constructive leisure time activities and career interests and enrich their personal development, self confidence and verbal communication (Table 23).

TABLE 23

STUDENTS' RESPONSES AS TO THE AGREEMENT/DISAGREEMENT OF OBJECTIVES ABOUT BANNEKER'S EXTENDED DAY PROGRAM BY GRADE LEVEL OF STUDENTS

Objectives	Responses							
	Agree Strongly		Agree Somewhat		Disagree Somewhat		Disagree Strongly	
	%	n	%	n	%	n	%	n
Provides opportunites for me to develop constructive leisure time activities								
Grade 9	48.5%	65	29.9%	40	13.4%	18	8.2%	11
Grade 10	48.9%	67	32.8%	45	12.4%	17	5.8%	8
Involves me in experiences that can develop various career interests								
Grade 9	48.1%	64	34.6%	46	11.3%	15	6.0%	8
Grade 10	57.7%	79	30.7%	42	6.6%	9	5.1%	7
Exposes me to activities that enrich personal development								
Grade 9	50.4%	66	38.2%	50	6.1%	8	5.3%	7
Grade 10	63.2%	86	27.9%	38	5.9%	8	2.9%	4
Develops self-confidence and verbal communication skills								
Grade 9	41.2%	54	42.0%	55	11.5%	15	5.3%	7
Grade 10	51.8%	71	35.0%	48	8.0%	11	5.1%	7
Permits me to examine possible hobbies or career choices on a first-hand basis								
Grade 9	48.1%	64	39.1%	52	8.3%	11	4.5%	6
Grade 10	55.1%	75	30.9%	42	10.3%	14	3.7%	5

- On the average, most students were involved in community projects for one or two hours per week (Table 24).

TABLE 24

STUDENTS' RESPONSES AS TO, ON THE AVERAGE OVER THE SCHOOL YEAR, THE HOURS PER WEEK SPENT ON THEIR SCHOOL COMMUNITY LABORATORY PROJECT BY GRADE LEVEL OF STUDENTS

Grade	Hours/Week at School Community Project							
	None		Less than 1		1 - 2		More than 2	
	%	n	%	n	%	n	%	n
9	0.7%	1	3.7%	5	82.2%	111	13.3%	18
10	0.0%	0	2.2%	3	82.4%	112	15.4%	21

- Students who were assigned to a public school for their community laboratory project were most often asked to check/score papers. A large number of the tenth graders were tutors and performed other duties in the school, excluding playground/hall monitoring, art projects and preparing work for students (Table 25).
- Students who were assigned to the Howard University Library for their community laboratory project were most often asked to file books or other duties in the library, excluding coding materials. Tenth graders were frequently issuing/receiving books while ninth graders were frequently library aides (Table 26).

TABLE 25

STUDENTS' RESPONSES INDICATING THEIR TASKS IN THE COMMUNITY LABORATORY PROJECT AT A PUBLIC SCHOOL BY GRADE LEVEL OF STUDENTS

Tasks	Responses							
	Never		Seldom		Fairly Often		Frequently	
	%	n	%	n	%	n	%	n
Tutoring								
Grade 9	31.6%	36	26.3%	30	27.2%	31	14.9%	17
Grade 10	29.8%	36	20.7%	25	13.2%	16	36.4%	44
Checking/scoring papers								
Grade 9	21.9%	25	14.0%	16	18.4%	21	45.6%	52
Grade 10	18.3%	22	17.5%	21	20.8%	25	43.3%	52
Preparing work for students								
Grade 9	49.1%	56	22.8%	26	13.2%	15	14.9%	17
Grade 10	33.1%	40	26.4%	32	24.8%	30	15.7%	19
Recording information								
Grade 9	42.1%	48	16.7%	19	24.6%	28	16.7%	19
Grade 10	42.1%	51	18.2%	22	19.0%	23	20.7%	25
Playground/hall monitoring								
Grade 9	86.0%	98	9.6%	11	3.5%	4	0.9%	1
Grade 10	82.6%	100	9.9%	12	5.0%	6	2.5%	3
Artistic projects								
Grade 9	43.9%	50	24.6%	28	17.5%	20	14.0%	16
Grade 10	37.2%	45	24.8%	30	22.3%	27	15.7%	19
Other duties								
Grade 9	42.1%	48	16.7%	19	16.7%	19	24.6%	28
Grade 10	28.2%	34	15.7%	19	24.0%	29	32.2%	39

TABLE 26

STUDENTS' RESPONSES INDICATING THEIR TASKS IN THEIR COMMUNITY LABORATORY PROJECT AT HOWARD UNIVERSITY LIBRARY BY GRADE LEVEL OF STUDENTS

Tasks	Responses							
	Never		Seldom		Fairly Often		Frequently	
	%	n	%	n	%	n	%	n
Filing books								
Grade 9	23.1%	3	0.0%	0	30.8%	4	46.2%	6
Grade 10	16.7%	2	25.0%	3	25.0%	3	33.3%	4
Coding materials								
Grade 9	23.1%	3	30.8%	4	23.1%	3	23.1%	3
Grade 10	16.7%	2	33.3%	4	16.7%	2	33.3%	4
Issuing/receiving books								
Grade 9	53.8%	7	0.0%	0	7.7%	1	38.5%	5
Grade 10	33.3%	4	25.0%	3	0.0%	0	41.7%	5
Library aide								
Grade 9	30.8%	4	7.7%	1	0.0%	0	61.5%	8
Grade 10	50.0%	6	0.0%	0	16.7%	2	33.3%	4
Other duties								
Grade 9	23.1%	3	7.7%	1	7.7%	1	61.5%	8
Grade 10	16.7%	2	16.7%	2	33.3%	4	33.3%	4

- Students who were assigned to the Howard University Hospital for their community laboratory project reported that they never were assigned to duties such as filing records, recording information, serving as nursing aides or researching. They most often were requested to perform other types of duties in the hospital (Table 27).

TABLE 27

STUDENTS' RESPONSES INDICATING THEIR TASKS IN THEIR COMMUNITY LABORATORY PROJECT AT HOWARD UNIVERSITY HOSPITAL BY GRADE LEVEL OF STUDENTS

Tasks	Responses							
	Never		Seldom		Fairly Often		Frequently	
	%	n	%	n	%	n	%	n
Filing medical records								
Grade 9	66.7%	4	33.3%	2	0.0%	0	0.0%	0
Grade 10	100.0%	1	0.0%	0	0.0%	0	0.0%	0
Recording information								
Grade 9	83.3%	5	16.7%	1	0.0%	0	0.0%	0
Grade 10	0.0%	0	0.0%	0	0.0%	0	100.0%	1
Nursing aide								
Grade 9	100.0%	6	0.0%	0	0.0%	0	0.0%	0
Grade 10	100.0%	1	0.0%	0	0.0%	0	0.0%	0
Medical research								
Grade 9	83.3%	5	16.7%	1	0.0%	0	0.0%	0
Grade 10	100.0%	1	0.0%	0	0.0%	0	0.0%	0
Other duties								
Grade 9	0.0%	0	0.0%	0	16.7%	1	83.3%	5
Grade 10	0.0%	0	0.0%	0	0.0%	0	100.0%	1

4. Post High School Plan.

- Students most often discussed their post high school with parents and relatives ratner than with school personnel including the guidance counselor (Table 28).

TABLE 28

STUDENTS' RESPONSES REGARDING THE INCIDENCE OF DISCUSSIONS WITH SUPPORT PEOPLE ABOUT THEIR PLANS FOR AFTER HIGH SCHOOL BY GRADE LEVEL OF STUDENTS

Support People	Responses					
	Never		Seldom		Often	
	%	n	%	n	%	n
Parents						
Grade 9	2.2%	3	22.2%	30	75.6%	102
Grade 10	2.2%	3	14.0%	19	83.8%	114
Other Relatives						
Grade 9	16.7%	22	41.7%	55	41.7%	55
Grade 10	7.4%	10	41.9%	57	50.7%	69
Guidance Counselor						
Grade 9	48.9%	64	39.7%	52	11.5%	15
Grade 10	25.4%	34	53.0%	71	21.6%	29
Teacher Advisor						
Grade 9	67.2%	88	27.5%	36	5.3%	7
Grade 10	63.2%	86	31.6%	43	5.1%	7
Principal/Assistant						
Grade 9	82.0%	109	13.5%	18	4.5%	6
Grade 10	71.3%	97	25.0%	34	3.7%	5

- Slightly more males (77%) than females (71%) reported to be definite about their ability to complete a college program. Students whose grades prior to attending Banneker were C/D were more doubtful of their ability to complete college (Table 29).

TABLE 29

STUDENTS' RESPONSES REGARDING THEIR PERCEPTION OF THEIR ABILITY TO COMPLETE COLLEGE BY SEX OF STUDENTS AND ACADEMIC GRADES RECEIVED LAST SCHOOL YEAR

Sex	Responses									
	Yes definitely		Yes probably		Not sure		I doubt it		Definitely not	
	%	n	%	n	%	n	%	n	%	n
Male	77.1%	54	18.6%	13	2.9%	2	1.4%	1	0.0%	0
Female	70.8%	138	23.6%	46	4.6%	9	0.5%	1	0.5%	1
Academic Grades										
A	72.7%	40	25.5%	14	0.0%	0	0.0%	0	1.8%	1
A/B	76.7%	79	18.4%	19	4.9%	5	0.0%	0	0.0%	0
B	67.3%	33	26.5%	13	6.1%	3	0.0%	0	0.0%	0
B/C	66.0%	33	28.0%	14	4.0%	2	2.0%	1	0.0%	0
C	90.0%	9	10.0%	1	0.0%	0	0.0%	0	0.0%	0
C/D	0.0%	0	33.3%	1	33.3%	1	33.3%	1	0.0%	0

- The majority of students (50%) aspire to attend graduate or professional school, while parents' choices were about equal between a 4 year college and graduate school (Table 30).
- The students' perceptions of their parents' expectations of them and their own plans for educational attainment agreed at least 75% of the time (Table 30).

TABLE 30

STUDENTS' RESPONSES AS TO "THEIR PLAN" AND "THEIR PARENTS' CHOICES" FOR THE STUDENTS' HIGHEST LEVEL OF EDUCATION TO BE ATTAINED

Highest Level of Education	Parent's Choice		Student's Plan		Matches	
	%	N	%	N	%	N
High School	1.1%	3	0.4%	1	0.0%	0
Vocational/Trade School	3.4%	9	5.3%	14	1.1%	3
Junior College	0.8%	2	3.1%	8	0.4%	1
4-Year College/University	45.8%	120	41.2%	108	32.8%	86
Graduate or Professional School	48.9%	128	50.0%	131	40.8%	106
Total					74.8%	196

- As important factors in the selection of a job or career, male students at Banneker considered working to correct social and economic inequalities less important than did the female students. The four factors most important to the male students were being helpful or useful to society, having strong friendships, making a lot of money, and having a chance to be a leader (Table 31).
- Female students in their rating considered the four most important factors as being helpful or useful to society, having strong friendships, working to correct social and economic inequalities, and opportunities to work with people rather than things (Table 31).

- Male and female students differed in the importance which they attributed to the chance to be a leader and making a lot of money. The male students regarded these factors as "very important", while female students regarded them as "somewhat important" (Table 31).

TABLE 31

STUDENTS' RESPONSES AS TO THE IMPORTANCE OF FACTORS RELATING TO THE SELECTION OF A JOB OR CAREER BY SEX OF STUDENTS

Selection Factors	Responses					
	Not Important		Somewhat Important		Very Important	
	%	n	%	n	%	n
Making a lot of money						
Male	5.7%	4	35.7%	25	58.6%	41
Female	5.1%	10	57.9%	114	37.1%	73
Opportunities to be original and creative						
Male	7.1%	5	42.9%	30	50.0%	35
Female	7.7%	15	37.8%	74	54.6%	107
Opportunities to be helpful to others or useful to society						
Male	5.7%	4	28.6%	20	65.7%	46
Female	1.0%	2	19.3%	38	79.7%	157
The chance to be a leader						
Male	12.9%	9	32.9%	23	54.3%	38
Female	19.0%	37	45.6%	89	35.4%	69
Opportunities to work with people rather than things						
Male	11.4%	8	42.9%	30	45.7%	32
Female	7.6%	15	31.5%	62	60.9%	120
Having a position that is looked up to by others						
Male	12.9%	9	41.4%	29	45.7%	32
Female	15.8%	31	36.2%	71	48.0%	94
Having strong friendships						
Male	8.6%	6	30.0%	21	61.4%	43
Female	11.2%	22	26.4%	52	62.4%	123
Working to correct social and economic inequalities						
Male	7.1%	5	47.1%	33	45.7%	32
Female	5.1%	10	42.1%	83	52.8%	104

5. Students' Open-Ended Responses. Students gave a variety of responses to the several open-ended questions concerning their education at Banneker. Only the most prevalent responses are listed with the number (in parentheses) of students making the particular statement.

a. Main reason for attending Banneker.

- I chose to attend Banneker because I wanted to get a good education and Banneker had a more academically challenging program than the regular schools. (172)
- Because it will better prepare me for college. (66)
- My parents preferred that I attend Banneker. (15)

b. List briefly two main ways in which school life at Banneker is different from school life at your last school.

- The class work is much more difficult and there is much more of it. (95)
- The teachers and staff at Banneker are much more concerned about students and give their time before and after school. (67)
- All the students at Banneker are concerned about their education and they want to learn. (51)
- There are not sports or social activities here. (44)

- There is more homework assigned. (38)
- There are no discipline problems or violence at Banneker. (37)
- Your have to work harder for good grades. (19)
- Participating in the school community laboratory project. (15)

c. What do you like most about the Banneker High School program?

- The opportunity to learn and to be challenged. (77)
- The teaching and the staffs' help and care about students. (28)
- The students and teachers. (21)
- The extended day program. (15)

d. What do you like least about the Banneker program?

- There is nothing that I like least. (38)
- Not having athletic activities. (32)
- The long school day. (15)
- Too much homework. (14)

e. Other comments or suggestions.

- I would enjoy this school much better if we could have sports and compete with the other schools. (18)
- I hope the school remains open because it is very good. (10)
- We really need more materials and equipment. (10)

B. Teachers' Responses to Banneker Evaluation Questionnaire

Questionaires were returned by 16, (100%) of the teachers at Banneker. The following ten sections describe the sample of teachers and their assessment of the Banneker program.

1. Teacher Profile.

- All but one of the 16 Banneker teachers are 31 years of age of older.
- Slightly over 81% of the Banneker teachers hold master's degrees.
- Ninety-five percent of Banneker teachers have at least 11 years of teaching experience.

2. Teacher and Student Classroom Interaction.

- The class sizes for the 16 teachers at Banneker range from 25 students to 30 students, with the average class size being 28.
- Sixteen teachers (100%) said that they would recommend Banneker for academically talented students.
- Fifteen teachers (94%) have received in-service training since being assigned to Banneker.
- As of December 1981, Banneker teachers had conferred with from 14 to 70 parents, with the average number being 43 parents.
- As few as three students and as many as fifty-nine students were reported by Banneker teachers as performing unsatisfactorily according to the school's criteria and the teachers' own standards.

3. Teacher Assessment of the Banneker Program. The 16 Banneker teachers were asked about their agreement/disagreement with eight general school-related statements and their relationship to Banneker's specific program and the teachers' experiences at Banneker. Below are given the teachers' responses that were in greatest agreement. As can be seen by the percentages, the teachers' responses were very homogeneous in both agreeing and disagreeing with each statement.

a. Agree.

- School places emphasis on basic academic subjects (math, science, English, etc.) ..... (100%)
- School provides help for students who are having trouble with academic subjects ..... (100%)
- School provides students with counseling that will help them continue their education .. (94%)
- School gives students new ideas about the type of work they want to do ..... (87%)
- School provides students with counseling that will help them get a better idea of themselves and their relations with other people ..... (94%)
- School uses a variety of instructional techniques ..... (94%)

b. Disagree.

- Most required courses here are a waste of time ..... (94%)
- School places emphasis on technical programs (electronics, computer science, etc.) ..... (94%)

4. Teacher Attitude Toward Work at Banneker. The 16 Banneker teachers were asked their agreement/disagreement to 18 statements covering their opinions of and attitudes toward their work at Banneker.

Below are given the most frequent responses and the percents of teachers either agreeing, disagreeing or remaining undecided with each statement.

a. Agree.

- My work here provides me with ample opportunities for personal growth and development.... (94%)
- The work of staff specialists in this school (guidance counselor, librarian) is well coordinated with the work of the classroom teachers .. (88%)
- I have opportunities to know students better at Banneker than at my previous school ..... (57%)
- The July-August preparation sessions made the process of opening the new Banneker school easier ..... (100%)
- I use informal feedback and evaluation from students to improve my instruction ..... (100%)
- School policy here for passing and failing students is clearly defined ..... (88%)
- The grading system is adequately matched to the population of students attending Banneker ..... (50%)
- The elimination of extracurricular assignments and clerical tasks for teachers has facilitated the instructional process ..... (71%)
- In general, the parents of the students here are interested in helping us to educate their children ..... (94%)
- There is an adequate program of student-teacher consultation here after each reporting period .. (94%)
- The weekly student growth and development meetings help to eliminate problems before they materialize ..... (81%)
- The instructional program at Banneker is so designed that the students in attendance here should be easily admitted to the college of their choice ..... (94%)

b. Disagree.

- Is is easy and convenient to get sufficient teaching aids and equipment into the classroom here ..... (50%)
- Almost all students here seem well prepared for the academic challenges provided ..... (44%)
- I am asked to spend too much time in meetings here ..... (88%)
- Certain outside pressure groups exert too much influence on the professional work of this school ..... (69%)
- The instructional materials provided for me here are very satisfactory ..... (69%)
- The school library and reference materials are adequate to meet the instructional needs and assignments of students ..... (81%)

c. Undecided.

- The grading system is adequately matched to the population of students attending Banneker ..... (50%)

5. Teachers' Open-Ended Responses.

a. Main reason for electing to teach at Banneker.

- To be involved in an exciting and challenging new well-structured educational program.
- To work with highly motivated and intelligent students. A desire to delve into more advanced areas of my field.
- The availability of a teaching position.

b. Main ways in which Banneker is different from the last school in which I taught.

- Banneker has fewer discipline problems. The program is well-organized and geared to the development of students.

- The students have a positive attitude toward learning.
- Student attendance is better.
- There are fewer interruptions in the instructional program.
- The total staff is dedicated and committed.
- Course offerings include the community lab and mini-courses.
- The students have a wider diversity of performance levels.
- planning time is scheduled for faculty members.

c. Why I would recommend Banneker for academically talented students.

- It has a rigorous curriculum with the accent on study and achievement.
- It has fewer discipline problems.
- The program is well organized.
- The school atmosphere encourages creative and serious thinking and excellent teacher-pupil relationships.
- A wide range of opportunities are provided for students to develop their full potential.

d. In-service training received by teachers since assignment to Banneker.

(1) Type of training.

- Sex equity workshops conducted by American University.
- A variety of staff development activities conducted by the Banneker administration, Howard University, regional staff and consultants.

(2) Approximate number of hours teachers spent for inservice training.

- The amount of hours of inservice training ranged from a low of two for three teachers to a high of thirty-six indicated by at least three teachers.
- The number of hours each teacher spent in various staff development activities ranged from a low of one hour for one teacher to a high of 51 indicated by another teacher.

e. Suggestions or recommendations by teachers for improving the program at Banneker.

- Provide funds for more and better textbooks, equipment and supplies. (7)
- Provide for a better selection of students through better screening. (3)
- Improve the physical facilities. (3)
- Provide for more science laboratory equipment. (3)
- Provide for more planning and preparation time. (2)
- Have smaller class sizes.
- Include more advanced level courses.
- Develop more variety in the community laboratory project.
- Have fewer 30-minute lunch periods.
- Pre-print repetitive student data on reports and profiles.
- Offer the extended day program one semester and the community laboratory project the next semester.
- Improve students' study skills.
- Establish class groupings according to student's ability.
- Establish a fine arts program.

f. Other comments or suggestions:

(One half responded; one half did not).

- Sufficient resources are needed to replace sub-standard equipment. More sets of high level grammar and literature books are needed. Access to high speed xerox machines can expedite preparation of materials. (2)

- School year 1981, at Banneker, has been one of the most exciting of my career. (2)

- A textbook and materials display, held at Banneker, would be helpful. (1)

- We are attempting to transmit traditional middleclass skills and values to a student population only part of which is middle class. (1)

- Banneker needs time to prove its value. Given time there is the opportunity for students with deficient backgrounds to perform satisfactorily. (1)

- Have questions related to the quantitative amount of time spent at school, in home preparation and in evaluating; and the amount of financial resources spent on classroom materials. (1)

- Parents should become more involved with the school.

- More tutoring should be provided for weak students.

- Banneker needs to establish a gifted and talented program.

- The administration needs to take a more intimate and less authoritative approach with the children.

- All courses necessary for promotion should be provided within the school.

- The progress reports that are sent home should be discontinued or grades excluded from them.

- Group the students according to abilities.

- Include test-taking at all levels in preparation for the SAT, etc.

- The French class should be more accelerated and aggressive.

C. Parents' Responses to Banneker Evaluation Questionnaire.

A majority of parents perceived that they themselves had the greatest effect in influencing their child to go to Banneker Senior High School, with the second most influence coming from the child himself/herself (Table 32). According to parents, school-related personnel, i.e., teachers, guidance counselors and principals, had somewhat lesser degree of influence on their child's choice to attend Banneker.

TABLE 32

PARENTS' RESPONSES AS TO THE DEGREE TO WHICH PERSONS INFLUENCED THEIR CHILD'S CHOICE TO ATTEND BANNEKER

Persons	Influenced Child's Choice					
	Not At All		Somewhat		A Great Deal	
	%	n	%	n	%	n
Principal/Assistant	58%	100	28%	48	13%	23
Teacher	27%	48	31%	55	41%	73
Guidance Counselor	32%	56	25%	44	43%	76
Relative	58%	97	20%	33	23%	38
Clergyman	67%	115	13%	23	19%	33
Child	13%	22	27%	47	61%	106
Friend of Child	62%	106	26%	44	12%	20
Myself (Parent)	4%	8	26%	47	70%	129
Another Adult	65%	112	13%	23	21%	36

1. Parental Involvement. Parental involvement in their child's school activities was measured by eight items with possible responses of never, seldom, fairly often or frequently. Table 33 suggests that parents as a group tended to be relatively uninvolved in their child's school both last year and this year, with their involvement last year being slightly higher than their involvement at Banneker this year.

The overall parental involvement for last school year (80-81) and the overall parental involvement for the current school year (81-82) were measured and correlated. The correlation coefficient was 0.58, which suggests that parents who were frequently involved in school-based activities last year also tended to be frequently involved in school-related activities at Banneker this year. Those who were not involved last year tended not to be involved this year.

TABLE 33

PARENTS' RESPONSES AS TO THEIR DEGREE OF INVOLVEMENT IN ACTIVITIES IN THEIR CHILD'S SCHOOL THIS SCHOOL YEAR

Activities	Responses							
	Never		Seldom		Fairly Often		Frequently	
	%	n	%	n	%	n	%	n
Member of PTA, HSA, NSC, etc.	49%	84	12%	21	24%	41	16%	27
Volunteer Worker/Aide	87%	154	7%	13	4%	7	2%	3
Parent Tutor	93%	166	4%	8	2%	4	0%	0
Teacher	98%	176	1%	2	1%	1	0%	0
Office in PTA, HSA, NSC, etc.	94%	165	2%	4	3%	6	1%	1
Conferences with Teachers	29%	54	29%	54	29%	53	13%	23
Friends of Model High School	56%	97	23%	40	12%	21	8%	14
Classroom Visitation/ Observation	40%	73	27%	50	21%	39	11%	21

2. Parents' Attitude Toward Banneker Program. Table 34 suggests that parents thought their child's attitudes toward school and self were very positive, with all school attitude indicators ranging from good to excellent. Their child's attitudes last school year tended to be slightly more positive than their child's attitudes this current school year. There were more excellent ratings last year than this year.

TABLE 34

PERCENT OF PARENTS' RATINGS AS TO THE LEVEL OF THEIR CHILD'S ATTITUDES TOWARD SCHOOL AND SELF FOR BOTH LAST SCHOOL YEAR AND THIS SCHOOL YEAR

Attitudes	Parents' Ratings of Childs' Attitudes							
	Poor		Fair		Good		Excellent	
	%	n	%	n	%	n	%	n
Attitude toward school								
Last year	1%	2	7%	13	33%	62	59%	112
This year	2%	3	13%	25	37%	69	49%	92
Study habits								
Last year	1%	2	17%	32	44%	82	38%	72
This year	3%	6	21%	40	43%	81	33%	62
Adjustment to school routine								
Last year	1%	1	2%	4	35%	65	63%	117
This year	4%	7	19%	36	31%	59	46%	87
Interest in school								
Last year	1%	2	7%	13	31%	59	61%	115
This year	3%	5	10%	18	35%	65	53%	100
Relationship with teachers								
Last year	1%	1	3%	5	34%	62	63%	117
This year	2%	3	16%	28	47%	84	35%	62
Grades								
Last year	0%	0	6%	12	47%	88	47%	88
This year	13%	24	36%	70	43%	82	8%	16
School Attendance								
Last year	0%	0	2%	3	30%	55	69%	128
This year	1%	2	5%	10	34%	65	59%	112
Relationship with other students								
Last year	0%	0	4%	7	36%	65	61%	111
This year	1%	1	6%	11	37%	65	56%	99
Attitude toward self								
Last year	2%	4	2%	4	32%	59	64%	117
This year	3%	5	5%	10	40%	76	52%	97

Table 35 presents numerical indicies (coefficients) which indicate the degree to which the students' attitudes toward school and/or themselves during this school year correlate with their attitudes toward school and themselves last school year. The parents' ratings of these observed attitudes were used to compute these coefficients. High coefficients such as .66 indicate a large degree of consisteney in attitudes from last year to this year, while low coefficients such as .15 indicate a lesser degree of consistency from last year to this year.

The data suggests that compared to last year, parents observed a large degree of consistency this year in their child's attitude toward themselves (.66), their relationship with other students (.50), attendance (.56) and study habits (.53). However, parents observed a lesser degree of consistency in their child's attitude toward school, and their grades for the two years.

TABLE 35

CORRELATIONS BETWEEN PARENTAL RATINGS OF THEIR CHILD'S ATTITUDES TOWARD SCHOOL AND SELF LAST SCHOOL YEAR WITH THAT OF THIS SCHOOL YEAR

Indicators of School Adjustment	Correlation Coefficient
Attitude toward school	0.15
Study habits	0.53
Adjustment to school routine	0.25
Interest in school	0.29
Relationship with teachers	0.30
Grades	0.18
School attendance	0.56
Relationship with other students	0.50
Attitudes toward self	0.66

3. Relationship Between Parental Involvement and Their Opinion of the Banneker Program. An overall parental involvement score was computed based upon parents' aggregated responses to the nine items measuring their involvement in school activities this year. The overall parental involvement score for this school year (81-82) was categorized into three levels of involvement-"little" involvement, "some" involvement and "much" involvement.

There will be no discussion of the responses from the "much" involvement group because so very few (N = 4) parents were placed in that category and the percentages obtained which measure the opinions of parents regarding the Banneker program may not be a good estimate for the "much" involved parent population.

In relating the opinions of parents regarding the Banneker program and the parent's level of involvement in school-related activities, it was found that the level of involvement, i.e., "little" involvement or "some" involvement, did not differentially affect the opinions of parents. Both groups of parents responded similarily:

- The program is not too rigorous.
- There is not too much homework assigned.
- More emphasis should not be placed on athletics.
- The school day is not too long.
- The staff appears very competent.
- Their children are getting the preparation needed for college.
- More emphasis should not be placed on fine arts.
- Parents are pleased with the total program.
- The extended day program provides constructive and beneficial activities.
- The school community laboratory project is beneficial to their child's development.

4. Parents' Views of Homework and Post High School Plans of Their Children and the Banneker Teachers. The parents were asked to approximate how much time their child spends on homework per week. A majority (49%) of the parents indicated the length of time was more than 10 hours per week, with a close second (43%) being between 5 and 10 hours per week.

Table 36

PERCENT OF PARENTS' RESPONSES AS TO HOW MUCH TIME THEIR CHILD SPENDS ON HOMEWORK A WEEK

Time Periods	Percent	Number
Less than 5 hours per week	7%	14
Between 5 and 10 hours per week	43%	83
More than 10 hours per week	49%	95

Ninety-three percent (N = 175) of the parents indicated that they would like their child to go, as a minimum, to a four-year college or university, with 61% of the parents (N = 115) wanting their child to go on to graduate or professional school after college (Table 37).

Table 37

PERCENT OF PARENTS' RATING AS TO THE HIGHEST LEVEL OF EDUCATION THEY WOULD LIKE THEIR CHILD TO ATTAIN

Levels of Education	Percent	Number
Graduate from high school but not go beyond that	0%	0
Graduate from high school and then go to a vocational, technical, business, or trade school	5%	10
Go to a junior college	2%	4
Go to a 4-year college or university	32%	60
Go to a graduate or professional school after college	61%	115

Ninety-seven percent (N = 184) of the parents of children attending Banneker feel that most of the teachers at Banneker are qualified to carry out the goals of the program.

5. Parent Open-Ended Responses.

   a. Do you feel that most teachers at Banneker are qualified etc? If "No"

      Five parents answered "No" and only four explained.

      Explanations were:

      - My child stated that at least two of the teachers don't seem to know what they are doing.
      - Some of the teachers have a hard time getting things across to the students.
      - My child's friends in private school are reading Shakespeare and Chaucer and writing ten page papers on facism and socialism while she is filing in blanks on a ditto sheet.
      - Many of the teachers make the students feel intimidated which defeats the purpose of the program.

   b. Other comments.

      - Banneker is a great school and should be continued. (10)
      - The program is too rigorous i.e. homework, student workload. (9)
      - The teacher and staff are doing an excellent job. (7)
      - I am unable to become involved with the school because of my work schedule. (4)
      - My child has not made the kind of progress desired. (3)
      - There is a lack of proper texbooks. (2)
      - I would like to become more involved. (2)

- I want my child to remain at Banneker until graduation. (2)
- There is too much daily interference by parents.
- I need more time to evaluate the program.
- The long hours are too much.
- The extended day instructor is absent too often.
- More funds are needed for equipment and materials. (7)

c. Other suggestions.

- Parents should help in providing needed materials and equipmnent. (4)
- The community laboratory project should be discontinued in the winter months because of darkness. (2)
- The Banneker program should include sports and extra-curricular activities. (2)
- Teacher attitudes and comments made to students in front of their peers need to be looked into. (2)
- There needs to be more emphasis placed on science and mathematics for the students interested in an engineering career. (2)
- Evaluation reports should be more descriptive.

D. Students', Teachers' and Parents' Responses to Common Items Found on The Three Banneker Evaluation Questionnaires

An analysis (Table 38) was done comparing the ratings (excellent, good, fair or poor) of students, parents and teachers on 13 defined conditions at Banneker High. In general, the three groups rated each condition similarly into two contiguous categories (excellent-good or fair-poor).

The physical conditions of the school (e.g., library facilities) tended to be rated lower than the more affective aspects at Banneker (such as, quality of academic instruction, reputation in the community, etc.).

TABLE 38

RESPONSES GIVEN BY TEACHERS, STUDENTS AND PARENTS AS TO 13 QUALITATIVE ASPECTS OF BANNEKER SENIOR HIGH SCHOOL

Qualitative Aspects	Responses							
	Poor		Fair		Good		Excellent	
	%	n	%	n	%	n	%	n
Condition of building								
Teachers	6.3%	1	75.0%	12	18.8%	3	0.0%	0
Students	14.8%	40	52.2%	141	30.0%	81	3.0%	8
Parents	10.2%	18	44.9%	79	43.2%	76	1.7%	3
Condition of classrooms								
Teachers	12.5%	2	62.5%	10	25.0%	4	0.0%	0
Students	4.4%	12	50.2%	136	40.6%	110	4.8%	13
Parents	3.3%	6	38.9%	70	54.4%	98	3.3%	6
Equipment								
Teachers	68.8%	11	25.0%	4	6.3%	1	0.0%	0
Students	45.9%	124	41.1%	111	12.6%	34	0.4%	1
Parents	36.5%	54	46.6%	69	14.9%	22	2.0%	3
Library facilities								
Teachers	43.8%	7	43.8%	7	12.5%	2	0.0%	0
Students	24.8%	67	39.6%	107	28.5%	77	7.0%	19
Parents	39.7%	52	35.9%	47	19.1%	25	5.3%	7
Quality of academic instruction								
Teachers	0.0%	0	0.0%	0	31.3%	5	68.8%	11
Students	1.1%	3	16.9%	45	38.0%	101	44.0%	117
Parents	1.1%	2	5.7%	10	44.0%	77	49.1%	86
Quality of course offerings								
Teachers	0.0%	0	0.0%	0	46.7%	7	53.3%	8
Students	5.6%	15	23.5%	63	36.6%	98	34.3%	92
Parents	1.1%	2	9.5%	17	39.1%	70	50.3%	90
Reputation in the community								
Teachers	0.0%	0	0.0%	0	20.0%	3	80.0%	12
Students	9.3%	25	24.6%	66	39.2%	105	26.9%	72
Parents	2.5%	4	15.3%	24	43.9%	69	38.2%	60
Student guidance and counseling								
Teachers	0.0%	0	0.0%	0	12.5%	2	87.5%	14
Students	2.2%	6	15.2%	41	42.2%	114	40.4%	109
Parents	0.6%	1	7.6%	12	44.6%	70	47.1%	74
Teacher interest in students								
Teachers	0.0%	0	0.0%	0	12.5%	2	87.5%	14
Students	1.1%	3	14.1%	38	30.0%	81	54.8%	148
Parents	0.6%	1	4.1%	7	41.3%	71	54.1%	93

TABLE 38 (continued)

RESPONSES GIVEN BY TEACHERS, STUDENTS AND PARENTS AS TO 13 QUALITATIVE ASPECTS OF BANNEKER SENIOR HIGH SCHOOL

Qualitative Aspects	Responses							
	Poor		Fair		Good		Excellent	
	%	n	%	n	%	n	%	n
School spirit								
Teachers	0.0%	0	0.0%	0	43.8%	7	56.3%	9
Students	15.7%	42	26.9%	72	37.3%	100	20.1%	54
Parents	5.5%	9	11.6%	19	47.6%	78	35.4%	58
Science laboratory facilities								
Teachers	87.5%	14	12.5%	2	0.0%	0	0.0%	0
Students	39.2%	105	40.3%	108	18.7%	50	1.9%	5
Parents	44.0%	59	34.3%	46	17.9%	24	3.7%	5
Food and food facilities								
Teachers	0.0%	0	0.0%	0	33.3%	5	66.7%	10
Students	5.3%	14	25.7%	68	44.5%	118	24.5%	65
Parents	3.0%	4	18.5%	25	52.8%	71	25.9%	35
Behavior of most students								
Teachers	0.0%	0	0.0%	0	25.0%	4	75.0%	12
Students	0.7%	2	15.9%	43	51.7%	140	31.7%	86
Parents	1.3%	2	5.0%	8	57.2%	91	36.5%	58

E. Students' and Parents' Responses to Common Items Found on the Two Banneker Evaluation Questionaires

This analysis involves only the sample of student and parent matched pairs, i.e., questionnaires where responses of both students and their parents could be compared. Both students and their matched parents rated the degree of influence nine selected persons had in their child's (student's) attendance at Banneker Senior High School. Eight correlations between the matched set of student-parent responses measuring the influence of each selected person suggest that parents and their matched students tend to agree on the degree of influence ("none", "some" and "much") of selective persons. Parental influence was the only area where students and parents tended not to agree in a significant number of instances. Other data indicated that, in all cases, except for the category of clergyman, the students rated the degree of influence of the selected persons higher than did their parents.

TABLE 39

CORRELATION OF RESPONSES FROM MATCHED STUDENT AND PARENT PAIRS REGARDING PERSONS WHO WERE INFLUENCIAL IN THEIR DECISION TO ATTEND BANNEKER

Person Influencing Child's Attendance	Correlation Coefficient
Principal/Assistant	0.42
Teacher	0.50
Guidance Counselor	0.55
Relative	0.17
Clergyman (or adult professional in community)	0.41
Child (Student)	0.20
Friend of Child's	0.30
Parent	0.11
Another Adult	0.23

The correlation between matched pairs of students and parents, each pair estimating how much time the student spends on homework, was greater than zero, which indicates congruence of responses between students and parents. In looking at the matched pairs of responses, the parents estimated the average time spent on homework slightly higher than did the students. The most frequent response for the matched parents was "more than 10 hours (of homework) a week"; while the matched students selected "between 5 and 10 hours per week" as their most frequent response.

The correlation between matched pairs of students and parents, each indicating the highest level of education the parent would like their child to obtain, was greater than zero, indicating congruence of responses between student-parent matched pairs. The most frequent response given by both students and parents was that they would like the student to "go to a graduate or professional school after college".

IV. OBSERVATIONS AND CONCLUSIONS

Analyses of the data collected on the Banneker Senior High School revealed the following:

- Banneker Senior High School opened in September 1981 on a site previously occupied by Banneker Junior High School;
- For school year 1981-82 Banneker had a total of 35 full-time and 2 part-time paid staff persons;
- The official October 16, 1981 student membership in Banneker was 297 of which 25% were boys, 75% were girls;
- Thirteen students withdrew during the school year and eight new students were admitted during mid-year;
- A majority of the students (83%) came from D.C. Public Schools and represented each of the four school regions;
- Many of the students, though ranking in the top 18% of their respective classes, were not prepared for the rigorous program of study at Banneker Senior High School. As a result the administration of the school initiated an intensified tutoring program;
- The students at Banneker were engaged in a rigorous program of study which required an extended school day and a community laboratory project;
- The community laboratory projects permitted students to gain real life experiences through active participation in community activities;
- Few students attending Banneker were familiar with or involved in extra-curricular activities or in community based student programs prior to attending Banneker;
- Five students were selected to study abroad in the summer of 1982;
- Students were self-motivated, self-assured and had positive self concepts. They were positive about their ability to complete college and graduate programs;
- Banneker students scored above the national norm in reading, mathematics, language, science, social studies and reference skills on the California Tests of Basic Skills (CTBS) administered in May 1982;

- Students indicated a high regard for the Banneker program with its emphasis on academic subjects, structured courses, homework and opportunity for the Extended Day Program;

- The difficulty of the courses, the amount of homework and the students' own poor study habits or lack of study skills were reported to be hinderances to the students' achievement;

- Students responses indicated that the main reason they chose Banneker was because of the challenging program which would prepare them for college;

- Banneker teachers stated that they chose to teach at Banneker to be involved in a challenging program with highly motivated students;

- Teachers stated that they would recommend Banneker for academically talented students; and

- Responses from parents indicated that they were pleased with the program at Banneker.

V. RECOMMENDATIONS

The data collected and analyzed in the evaluation study of the Banneker Senior High School Program for school year 1981-82 provided the basis for the following recommendations:

- The Banneker Senior High Program should be continued as designed and implemented with some modifications.

- To ensure that the students entering Banneker Senior High School will have the necessary skills to cope with the rigorous curriculum, the criteria for eligibility of students should be strengthened as follows.

  a. In view of the data collected, it is apparent that the top 18% ranking requirement is too liberal and that the letter grades received by students are not comparable across schools, therefore, these areas should be studied.

  b. The prospective student must show evidence of good study skills or agree to participate in a study skills orientation prior to enrolling at Banneker Senior High School.

- The library facilities at Banneker should be greatly improved.

- The science laboratory equipment should be updated and expanded.

- Technical areas such as electronics and computer science should be included in the curriculum.

- An athletic program and/or other inter-school activities should be considered for inclusion in the program so that students at Banneker will not miss out on those aspects of high school life.

- A review should be undertaken relating to the future academic and career benefits of school activities currently offered at Banneker.

- The professional and support staff of Banneker should be commended for their excellent performance during the first year of the Banneker Senior High School Program.

APPENDIX A

EVALUATION MODEL SCHEMATIC

GOAL:

OBJECTIVE(S):

Program Plan	Monitoring	Program Implementation
INTENDED INPUTS	Discrepancy Agreement	OBSERVED INPUTS
Logical Agreement		Performance Agreement
INTENDED PROCESSES	Discrepancy Agreement	OBSERVED PROCESSES
Logical Agreement		Performance Agreement
INTENDED OUTCOMES	Discrepancy Agreement	OBSERVED OUTCOMES

ANALYSES
CONCLUSIONS
IMPLICATIONS

ADMINISTRATIVE
DECISION-MAKING

DECISIONS RELATED
TO GOAL AND
OBJECTIVES

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 1. To select a site, an administration, staff, and students according to a time frame appropriate for opening school in September, 1981.

INPUTS

	INTENDED	MONITORING	OBSERVED
1.	School building	Agreement	1. Banneker School site
2.	Principal	Agreement	2. Acting Principal
3.	Assistant Principal	Agreement	3. Acting Assistant Principal
4.	Subject area teachers	Agreement	4. Subject area teachers (14)
5.	Counselor(s)	Agreement	5. Counselor (1)
6.	Librarian(s)	Agreement	6. Librarian (1)
7.	Other professional support staff	Agreement	7. Volunteers
8.	Clerical staff	Agreement	8. Clerical staff (3)
9.	Custodial staff	Agreement	9. Custodial staff (8)
10.	Food service staff	Agreement	10. Food Service staff (8)
11.	Other non-professional support staff	Agreement	11. Volunteers
12.	Students	Agreement	12. 297 ninth and tenth graders

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 2. To provide for professional development of identified administration and staff as evidenced by scheduled training activities.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Funds	Discrepancy	1. No funds
2. Training Plan	Agreement	2. Training Plan followed
3. Howard University	Agreement	3. Howard University provided staff development.
4. Participants	Agreement	4. Teachers, counselor, librarian
5. Training Personnel	Agreement	5. Regional personnel school Administration and consultants

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and student school/community involvement.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Ninth grade academic courses a. Algebra I or Geometry b. Ancient and Medieval History c. Biology or Laboratory Science d. Modern Language I e. Community Laboratory Project f. English I g. Physical Education h. Typing (Personal) and Notetaking	Agreement	1 & 2. Ninth graders are entered in English I and in Ancient and Medieval History while tenth graders are entered in English II and Global Perspectives. All other subjects are on a multi-graded basis: Algebra I and II Community Laboratory Project. Geometry French I and II Global Perspectives (social studies) Health and Physical Education Latin Spanish I and II Typing and Note taking College Mathematics (Elementary Functions at Howard University) Laboratory Skills (science)
2. Tenth grade adacemic courses a. Chemistry or Biology b. Community Laboratory Project c. English II d. Foreign Language II e. Geometry or Other Mathematics Course f. Global Perspectives/ World History/Geography g. Health and Physical Education		
3. Eleventh grade academic courses a. Community Laboratory Project b. English III c. Foreign Language III d. History of the United States e. Intermediate Algebra II or Other Mathematics Course f. Music-Art Appreciation Seminar g. Two Academic Electives	N/A	3. The eleventh grade will be implemented in school year 1982-83.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and student school/community involvement.

INPUTS

INTENDED	MONITORING	OBSERVED
4. Twelfth grade academic courses a. Community Laboratory Project b. English IV c. History of the District of Columbia d. United States Government e. Four Electives - Academic	N.A	4. The twelfth grade will be implemented in school year 1983-84.
5. Subject area teachers	Agreement	5. Subject area teachers (14)
6. Professional support staff	Agreement	6. Counselor, librarian, volunteers
7. Resources of Howard University	Agreement	7. Resourses of Howard University utilized.
a. Student teachers	Agreement	a. Have had two student teachers and one counselor intern.
b. Various laboratory facilities	Discrepancy	b. No laboratory facilities
c. Music Department d. Library Department e. Drama Department f. Professors g. College courses h. Cultural programs and activities	Agreement	c-h. All of these resources have been made available by Howard University. Facilities are also available for the Community Laboratory Project.
8. Identified community agencies	Agreement	8. Identified community agencies
9. School-wide elective offices	Agreement	9. School-wide elective offices
10. Discussion groups	Agreement	10. Discussion groups
11. Decision-making processes	Agreement	11. Decision-making processes
12. Seminars	Agreement	12. Seminars
13. Local and national academic activities	Agreement	13. Local and national academic activities
14. Individual/group counseling sessions	Agreement	14. Individual/group counseling sessions

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 4. Students will develop verbal and computational skills at or above national norms as evidenced by results of standardized tests.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Teacher records of assessment results	Agreement	1. Assessment results recorded.
2. Prescriptive Reading Test	Discrepancy	2 & 3. Changes were made in the systemwide testing procedures.
3. Prescriptive Mathematics Test	Discrepancy	
4. Standardized Tests as approved	Agreement	4. The California Tests of Basic Skills (CTBS) were administered in May 1982.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 1. To select a site, an administration, staff, and students according to a time frame appropriate for opening school in September, 1981.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Identify and approve a site for the new high school by February 15, 1981.	Discrepancy	1. Action delayed by Board until May 1981.
2. Screen, interview, and appoint a principal by March 30, 1981.	Discrepancy	2. Acting Principal appointed by Superintendent - July 1981.
3. Screen, interview, and appoint an assistant principal by March 30, 1981.	Discrepancy	3. Acting Assinstant Principal appointed by Superintendent- August 1981.
4. Screen, interview, and select subject area teachers by April 30, 1981.	Discrepancy	4. Action delayed by Acting Vice-Superintendent; observed by- June 1981.
5. Screen, interview, and select counselor(s) by April 30, 1981.	Discrepancy	5. Same as above
6. Screen, interview, and select librarian(s) by April 30, 1981.	Discrepancy	6. Same as above
7. Screen, interview, and select other professional support staff as approved by the administration by April 30, 1981.	Discrepancy	7. Delayed; action taken - August 1981.
8. Interview and select clerical staff by March 30, 1981.	Discrepancy	8. Same as above
9. Interview and select custodial staff by March 30, 1981.	Discrepancy	9. Same as above
10. Select food service staff by April 30, 1981.	Discrepancy	10. Same as above
11. Select other non-professional support staff as approved by the administration by April 30, 1981.	Discrepancy	11. Same as above

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 1. To select a site, an administration, staff, and students according to a time frame appropriate for opening school in September, 1981.

PROCESSES

INTENDED	MONITORING	OBSERVED
12. Students entering ninth and tenth grades in September 1981. will be selected by May 30, 1981, based on criteria to include:	Agreement	12. Students entering ninth and tenth grades in September 1981 were selected by May 30, 1981, based on criteria which included:
a. Achievement-Rank in the top 18% of their present class;	Agreement	a. Achievement-Rank in the top 18% of their class;
b. Recommendations—Current English teacher, teachers other than English, and service/civic personnel attest to applicants' competency, attitude, interests, and involvement;	Agreement	b. Recommendations-From English teacher, teachers other than English, and service/civic personnel as to applicants' competency, attitude, interests, and involvement;
c. Personal interview—Such characteristics as articulation, interests, values, and goals will be observed; and	Agreement	c. Personal interview-To assess articulation, interests, values, and goals; and
d. Residency—Live in the District of Columbia with parent(s) or legal guardian(s).	Agreement	d. Residency-Live in the District of Columbia with parent(s) or legal guardian(s).
13. Students will be selected from each of the four school regions in proportion to the total eligible student population.	Agreement	13. Students selected from each of the four school regions in proportion to the total eligible student population.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 2. To provide for professional development of identified administration and staff as evidenced by scheduled training activities.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Funds and authorization requested and approved by February 28, 1981.	Discrepancy	1. Funds and authorization were not approved.
2. Plan for providing training completed by May 1, 1981.	Agreement	2. Plan for providing training was completed on schedule.
3. Howard University to provide assistance in organizing and conducting training sessions.	Discrepancy	3. Did not provide assistance in organizing training sessions.
4. Personnel from Howard University and D.C.P.S. Staff Development will conduct training.	Agreement	4. Training was conducted by personnel from Howard University, D.C. Public Schools, American University and Montgomery County Public Schools.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and student school/community involvement.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Students will be required to complete the rigorous schedule of courses outlined for each grade level.	Agreement	1. Students are required to complete the rigorous schedule of courses outlined for each grade level.
2. Home assignments for each course will be given daily.	Agreement	2. Home assignments for each course are given daily.
3. The rigorous program will require a longer school day.	Agreement	3. The rigorous progam requires a longer school day.
4. Special interest activities will be held after regular school hours.	Agreement	4. Special interest activities are held after regular school hours.
5. Regularly scheduled parent/ teacher conferences as well as student/teacher conferences will be held after school hours.	Agreement	5. Regularly scheduled parent/ teacher conferences as well as student/teacher conferences are held after school hours.
6. Departmentalized examinations will be required in every course.	Agreement	6. Departmentalized examinations are required in every course.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 4. Students will develop verbal and computational skills at or above national norms as evidenced by results of standardized tests.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Regular teacher assessments of students will be made.	Agreement	1. Regular teacher assessments were made.
2. Departmental exams will be administered for all courses.	Agreement	2. Departmental exams were administered for all courses.
3. Ninth graders will be administered the Prescriptive Reading and Mathematics Tests.	Discrepancy	3. Not observed due to changes in city-wide testing procedures.
4. Standardized tests approved by the administration will be administered.	Agreement	4. Standardized tests were administered in May 1982

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 1. To select a site, an administration, staff, and students according to a time frame appropriate for opening school in September, 1981.

OUTCOMES

INTENDED	MONITORING	OBSERVED
The school will open in September, 1981, with appropriate administration, staff, and designated students.	Agreement	1. The school opened in September 1981 with appropriate administration, staff and designated students.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 2. To provide for professional development of identified administration and staff as evidenced by scheduled training activities.

OUTCOMES

INTENDED	MONITORING	OBSERVED
All instructional personnel will receive in-service training as scheduled.	Agreement	1. Instructional personnel received in-service training as scheduled.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 3. To establish and maintain a structured and rigorous curriculum combined with related extra-curricular/community experiences as evidenced by records of course offerings and student school/community involvement.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Academic courses will be offered to enable:	Agreement	1. Academic courses are offered to enable:
a. Ninth graders to earn 6½ Carnegie Units beginning June 1982;	Agreement	a. Ninth graders to earn 6½ Carnegie Units beginning June 1982;
b. Tenth graders to earn 6½ Carnegie Units beginning June 1982;	Agreement	b. Tenth graders to earn 6½ Carnegie Units beginning June 1982;
c. Eleventh graders to earn 4½ Carnegie Units in addition to two electives beginning June 1983;	Agreement	c. Eleventh graders to earn 4½ Carnegie Units in addition to two electives beginning June 1983;
d. Twelfth graders to earn 2½ Carnegie Units in addition to four electives beginning June 1984.	Agreement	d. Twelfth graders to earn 2½ Carnegie Units in addition to four electives beginning June 1984;
2. Graduates of the school will have earned 25½ Carnegie Units.	Agreement	2. Graduates of the school will have earned 25½ Carnegie Units.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a college preparatory program for students interested in pursuing a rigorous academic course of study combined with related community experiences.

Objective: 4. Students will develop verbal and computational skills at or above national norms as evidenced by results of standardized tests.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Students' verbal and computational skills will equal or surpass the national norms.	Agreement	1. Results of the California Tests of Basic Skills administered in May 1982 reveal that Banneker students scored above the national norm in reading, mathematics, language, science, social studies and reference skills.

APPENDIX B

BANNEKER SENIOR HIGH SCHOOL
TEACHER QUESTIONNAIRE

Subject Area Taught: _____

Age Range: 20 - 30 ___ 31 - 40 ___ Above 40 ___

Highest Degree held: Bachelors ___
Masters ___
Doctorate ___

Teaching Experience in Years: 1 - 5 years ___ 16 - 20 years ___
6 -10 years ___ Above 20 years ___
11 -15 years ___

To the Teacher: The purpose of this questionnaire is to secure preliminary data pertinent to the evaluation of the Banneker Senior High School. Please be candid in your responses. Complete the required information or check the appropriate spaces.

PART I

1. What is the main reason you elected to teach at Banneker Senior High? _____

2. List two main ways in which you feel Banneker is different from the last school in which you taught:

   (1) _____

   (2) _____

3. What is your average class size? _____

4. Would you recommend Banneker for academically talented students? ___ Yes ___ No
   Explain why:

5. Have you received in-service training since assignment to Banneker? ___ Yes ___ No
   If "yes", complete the following:

Type of Training	Approximate No. of hours	Title or Position of Person(s) Providing Training

6. Give two suggestions or recommendations for improving the program at Banneker:

   (1) _____

   (2) _____

7. As of this date, with how many parents have you conferred? _____

8. How many of the students that you teach are performing unsatisfactorily according to the school's criteria and your standards? _____

9. Please rate Banneker on each of the following aspects:

	Poor	Fair	Good	Excellent
Condition of building	1	2	3	4
Condition of classrooms	1	2	3	4
Equipment	1	2	3	4
Library facilities	1	2	3	4
Quality of academic instruction	1	2	3	4
Quality of course offerings	1	2	3	4
Reputation in the community	1	2	3	4
Student guidance and counseling	1	2	3	4
Teacher interest in students	1	2	3	4
School Spirit	1	2	3	4
Science laboratory facilities	1	2	3	4
Food and food facilities	1	2	3	4
Behavior of most students	1	2	3	4

10. How much do you agree with each of the following statements about Banneker school?

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
School places emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4
School provides help for students who are having trouble with academic subjects	1	2	3	4
Most required courses here are a waste of time	1	2	3	4
School places emphasis on technical programs (electronics, computer science, etc.)	1	2	3	4
School provides students with counseling that will help them continue their education	1	2	3	4
School gives students new ideas about the type of work they want to do	1	2	3	4
School provides students with counseling that will help them get a better idea of themselves and their relations with other people	1	2	3	4
School uses a variety of instructional techniques	1	2	3	4

PART II

11. This section of the inventory contains statements covering your opinions of and attitudes toward your work at Banneker. Read each one carefully and decide how you feel about it. You will agree with some statements and disagree with others. You may be undecided about some. To help you express your opinion, three possible responses are given beside each statement.

	(Circle one number on each line) Agree	Undecided	Disagree
My work here provides me with ample opportunities for personal growth and development	1	2	3
The work of staff specialists in this school (guidance counselor, librarian) is well coordinated with the work of the classroom teachers	1	2	3
I have opportunities to know students better at Banneker than at my previous school	1	2	3
The July-August preparation sessions made the process of opening the new Banneker school easier	1	2	3
I use informal feedback and evaluations from students to improve my instruction	1	2	3
School policy here for passing and failing students is clearly defined	1	2	3
The grading system is adequately matched to the population of students attending Banneker	1	2	3
The elimination of extracurricular assignments and clerical tasks for teachers has facilitated the instructional process	1	2	3
It is easy and convenient to get sufficient teaching aids and equipment into the classroom here	1	2	3
Almost all students here seem well prepared for the academic challenges provided	1	2	3
In general, the parents of the students here are interested in helping us to educate their children	1	2	3
There is an adequate program of student-teacher consultation here after each reporting period	1	2	3
I am asked to spend too much time in meetings here	1	2	3
Certain outside pressure groups exert too much influence on the professional work of this school	1	2	3
The weekly student growth and development meetings help to eliminate problems before they materialize	1	2	3
The instructional materials provided for me here are very satisfactory	1	2	3
The school library and reference materials are adequate to meet the instructional needs and assignments of students	1	2	3
The instructional program at Banneker is so designed that the students in attendance here should be easily admitted to the college of their choice.	1	2	3

PART III

12. Other comments or suggestions: _____

APPENDIX C

BANNEKER SENIOR HIGH SCHOOL

STUDENT QUESTIONNAIRE

STUDENT NUMBER _ _ _ _ _ _ _ _ GRADE ___ AGE ___

MALE ___ FEMALE ___ DATE _____

SCHOOL ATTENDED LAST YEAR _____

To the Student: The questions and statements are about you and your school. Please answer each one honestly. Follow the instructions for indicating your responses.

SECTION A: YOUR HIGH SCHOOL EXPERIENCES

1. How important was each of the following in influencing your choice of Banneker Senior High School?

	(Circle one number on each line) Not Important	Somewhat Important	Very Important
The principal or assistant principal of your last school	1	2	3
A teacher of your last school	1	2	3
A guidance counselor of your last school	1	2	3
A relative other than your parents	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
Myself	1	2	3
Friends my own age	1	2	3
My parents	1	2	3
An adult not mentioned above	1	2	3

2. How often has each of the following been used in the courses you are taking this year?

	(Circle one number on each line) Never	Seldom	Fairly Often	Frequently
Listening to the teacher's lecture	1	2	3	4
Participating in student-centered discussions	1	2	3	4
Working on a project or in a laboratory	1	2	3	4
Writing essays, themes, poetry, or stories	1	2	3	4
Going on field trips	1	2	3	4
Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4
Using teaching machines or computer-assisted instruction	1	2	3	4

3. Which of the following best describes your grades last school year?

	(Circle one)
Mostly A	1
About half A and half B	2
Mostly B	3
About half B and half C	4
Mostly C	5
About half C and half D	6
Mostly D	7

4. Have you ever heard of or participated in any of the following community-based high school educational programs?

(Circle one number on each line)

	Never heard of this program	Have heard of this program but have not participated	Have participated in this program
Higher Achievement Program (HAP)	1	2	3
Mayor's Leadership Training Program	1	2	3
Youth in Engineering (YES)	1	2	3
Junior Achievement	1	2	3
D.C. Youth Orchestra	1	2	3
Upward Bound	1	2	3
Other (Specify) _____	1	2	3
_____	1	2	3

5. For how many courses do you usually receive homework daily? (Circle one)

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 8

6. Approximately what is the average amount of time you spend on homework a week?

(Circle one)

No homework is ever assigned	1
I have homework but don't do it	2
Less than 5 hours a week	3
Between 5 and 10 hours a week	4
More than 10 hours a week	5

7. On the average over the school year, how many hours per week do you spend in your school community laboratory project? (Exclude vacations)

(Circle one)

None	1
Less than 1 hour	2
1 to 2 hours	3
More than 2 hours	4

8. Which of the following kinds of tasks do you perform in your school community laboratory project? Mark ONLY for the location of your project.

(Circle one number on each line under the location of your project only)

	Never	Seldom	Fairly Often	Frequently
In a Public School				
Tutoring	1	2	3	4
Checking/scoring papers	1	2	3	4
Preparation of work for students	1	2	3	4
Recording information	1	2	3	4
Playground/hall monitoring	1	2	3	4
Artistic projects such as bulletin boards, posters	1	2	3	4
Other duties	1	2	3	4
At Howard University Library				
Filing books, etc.	1	2	3	4
Coding materials	1	2	3	4
Issuing/receiving books, etc.	1	2	3	4
Library aide	1	2	3	4
Other duties	1	2	3	4
At Howard University Hospital				
Filing medical records, etc.	1	2	3	4
Recording information	1	2	3	4
Nursing Aide	1	2	3	4
Medical research	1	2	3	4
Other duties	1	2	3	4

Have you participated in any of the following types of activities in school, either this year or last year? Answer for last year on the LEFT side and for this year on the RIGHT side.

LAST SCHOOL YEAR (Circle one number on each line)				THIS SCHOOL YEAR (Circle one number on each line)		
Did not participate	Participated actively	Participated as a leader or officer		Have not participated	Have participated actively	Have participated as a leader or officer
1	2	3	Athletic teams, intramurals, letterman's club, sports club	1	2	3
1	2	3	Cheerleaders, pep club, majorettes	1	2	3
1	2	3	Debating, drama, band, chorus	1	2	3
1	2	3	Hobby clubs such as photography, model building, crafts	1	2	3
1	2	3	Honorary clubs such as Beta Club or National Honor Society	1	2	3
1	2	3	School newspaper, magazine, yearbook, annual	1	2	3
1	2	3	School subject matter clubs such as science, history, language, business, art	1	2	3
1	2	3	Student council, student government, political club	1	2	3
1	2	3	Vocational education clubs such as Future Homemakers, Future Teachers of America	1	2	3

10. Do you feel that you can usually get to see the guidance counselor when you want to or need to?

(Circle one)

Yes 1
No, but my school does have a guidance counselor . 2
I have never needed to see the guidance counselor. 3

11. Does your guidance counselor usually have the information you feel you need?

(Circle one)

Yes 1
No, but my school does have a guidance counselor. . 2
I have never needed to see the guidance counselor . 3

12. How often have you discussed your plans for after high school with the following people?

(Circle one number on each line)

	Never	Seldom	Often
Your parents	1	2	3
A relative other than your parents . .	1	2	3
A guidance counselor	1	2	3
A teacher advisor	1	2	3
The principal or assistant principal .	1	2	3

SECTION B: YOUR ATTITUDES AND OPINIONS

13. How much has each of the following affected your education at Banneker?

(Circle one number on each line)

	Not at all	Somewhat	A great deal
Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
My job takes too much time	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my education	1	2	3
Don't feel part of the school	1	2	3
Find it hard to adjust to school routine	1	2	3
Poor teaching	1	2	3
Worry over money problems	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of good place to study at home	1	2	3
Missing last year's school, friends, and teachers	1	2	3
Too much homework	1	2	3
My lack of study skills	1	2	3
Poor preparation for the academic program.	1	2	3

14. How much do you agree with each of the following statements about Banneker's Extended Day Program?

	(Circle one number on each line) Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Provides opportunities for me to develop constructive leisure time activities	1	2	3	4
Involves me in experiences that can develop various career interests	1	2	3	4
Exposes me to activities that enrich personal development	1	2	3	4
Develops self-confidence and verbal communication skills	1	2	3	4
Permits me to examine possible hobbies or career choices on a first-hand basis	1	2	3	4

15. Please rate your school on each of the following aspects.

	(Circle one number on each line) Poor	Fair	Good	Excellent
Condition of building	1	2	3	4
Condition of classrooms	1	2	3	4
Equipment	1	2	3	4
Library facilities	1	2	3	4
Quality of academic instruction	1	2	3	4
Quality of course offerings	1	2	3	4
Reputation in the community	1	2	3	4
Student guidance and counseling	1	2	3	4
Teacher interest in students	1	2	3	4
School spirit	1	2	3	4
Science laboratory facilities	1	2	3	4
Food and food facilities	1	2	3	4
Behavior of most students	1	2	3	4

16. How much do you agree with each of the following statements about Banneker and the school you attended last year? Answer for each school.

LAST YEAR'S SCHOOL (Circle one number on each line) Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly		BANNEKER (Circle one number on each line) Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
1	2	3	4	School placed emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4
1	2	3	4	School provided help for students who were having trouble with academic subjects	1	2	3	4
1	2	3	4	Most required courses here were a waste of time	1	2	3	4
1	2	3	4	School placed emphasis on technical programs (electronics, computer science, etc.)	1	2	3	4
1	2	3	4	School provided me with counseling that will help me continue my education	1	2	3	4
1	2	3	4	School gave me new ideas about the type of work I wanted to do	1	2	3	4
1	2	3	4	School provided me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3	4
1	2	3	4	School used a variety of instructional techniques	1	2	3	4

17. How do you feel about each of the following statements?

(Circle one number on each line)

	Agree strongly	Agree	Disagree	Disagree strongly
I take a positive attitude toward myself	1	2	3	4
Good luck is more important than hard work for success	1	2	3	4
I feel I am a person of worth, on an equal plane with others	1	2	3	4
I am able to do things as well as most other people	1	2	3	4
Every time I try to get ahead, something or somebody stops me	1	2	3	4
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4
People who accept their condition in life are happier than those who try to change things..	1	2	3	4
On the whole, I'm satisfied with myself	1	2	3	4

18. How important is each of the following to you in selecting a job or career?

(Circle one number on each line)

	Not important	Somewhat important	Very important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3
Having strong friendships	1	2	3
Working to correct social and economic inequalities.	1	2	3

SECTION C: PLANS FOR THE FUTURE

19. Do you think you have the ability to complete college? (Circle one)

Yes, definitely 1
Yes, probably 2
Not sure 3
I doubt it 4
Definitely not 5

20. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level your parents would like you to attain. Indicate your parents' choice on the LEFT side and your plans on the RIGHT side.

PARENTS' CHOICE (Circle one number) My parents would like me to:		MY PLAN (Circle one number) I plan to:
1	Graduate from high school but not go beyond that	1
2	Graduate from high school and than go to a vocational, technical, business, or trade school	2
3	Go to a junior college	3
4	Go to a four-year college or university	4
5	Go to a graduate or professional school after college	5

SECTION D: YOUR PRESENT PROGRAM

21. What is the main reason why you chose to attend Banneker? Explain briefly.

_____

_____

_____

22. List briefly two main ways in which school life at Banneker is different from school life at your last school.

(1) _____

_____

(2) _____

_____

23. What time of day does your first class begin? _____

24. What time of day does your last school activity/class end most often? _____

25. Do you feel that most of the teachers at Banneker are qualified to carry out the goals of the program?

(Circle one)

Yes 1

No 2

If "no", explain: _____

_____

_____

26. What do you like most about the Banneker High School Program? _____

_____

_____

27. What do you like least about the Banneker High School Program? _____

_____

_____

28. Other comments or suggestions:

_____

_____

_____

_____

_____

_____

_____

_____

DOA 12/81

APPENDIX D

BANNEKER SENIOR HIGH SCHOOL

PARENT QUESTIONNAIRE

STUDENT NUMBER _ _ _ _ _ _ _ _ DATE_____

To the Parent: The purpose of this questionnaire is to solicit your help in our evaluation of the new Banneker Senior High School and its educational program. Please answer each question honestly and return the form unsigned in the envelope provided.

---

1. To what degree did the following influence your child in attending Banneker this year?

(Circle one number on each line)

	Not At All	Somewhat	A Great Deal
The principal or assistant principal of last year's school	1	2	3
A teacher at last year's school	1	2	3
A counselor at last year's school	1	2	3
A relative (includes sister or brother)	1	2	3
Clergyman or other adult professional in the community	1	2	3
My child	1	2	3
A friend of my child's	1	2	3
Myself	1	2	3
An adult not mentioned above	1	2	3

2. How often have you been involved in your child's school? Answer for last year on the LEFT side and for this year on the RIGHT side.

LAST SCHOOL YEAR (Circle one number on each line)					THIS SCHOOL YEAR (Circle one number on each line)			
Never	Seldom	Fairly Often	Frequently		Never	Seldom	Fairly Often	Frequently
1	2	3	4	Member of PTA, HSA, NSC, etc.	1	2	3	4
1	2	3	4	As a volunteer worker, aide	1	2	3	4
1	2	3	4	As a parent tutor	1	2	3	4
1	2	3	4	As a teacher	1	2	3	4
1	2	3	4	Officer in PTA, HSA, NSC, etc.	1	2	3	4
1	2	3	4	In conferences with teachers	1	2	3	4
1	2	3	4	Friends of the Model High School	1	2	3	4
1	2	3	4	Classroom visitation/ observation	1	2	3	4

3. Please rate the following aspects as they relate to your child last year and this year. Use the LEFT side for last year and the RIGHT side for this year.

LAST SCHOOL YEAR (Circle one number on each line)						THIS SCHOOL YEAR (Circle one number on each line)				
Poor	Fair	Good	Excel-lent	Don't Know		Poor	Fair	Good	Excel-lent	Don't Know
1	2	3	4	5	Attitude toward school	1	2	3	4	5
1	2	3	4	5	Study habits	1	2	3	4	5
1	2	3	4	5	Adjustment to school routine	1	2	3	4	5
1	2	3	4	5	Interest in school	1	2	3	4	5
1	2	3	4	5	Relationship with teachers	1	2	3	4	5
1	2	3	4	5	Grades	1	2	3	4	5
1	2	3	4	5	School attendance	1	2	3	4	5
1	2	3	4	5	Relationship with other students	1	2	3	4	5
1	2	3	4	5	Attitude toward self	1	2	3	4	5

4. Please rate Banneker Senior High School on each of the following aspects:

	(Circle one number on each line)				
	Poor	Fair	Good	Excel-lent	Don't Know
Condition of building	1	2	3	4	5
Condition of classrooms	1	2	3	4	5
Equipment	1	2	3	4	5
Library facilities	1	2	3	4	5
Quality of academic instruction	1	2	3	4	5
Quality of course offerings	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5
School spirit	1	2	3	4	5
Science laboratory facilities	1	2	3	4	5
Food and food facilities	1	2	3	4	5
Behavior of most students	1	2	3	4	5

5. Approximately how much time does your child spend on homework a week?

	(Circle one)
My child never seems to have homework	1
My child has homework but usually does not do it	2
Less than 5 hours a week	3
Between 5 and 10 hours a week	4
More than 10 hours a week	5

6. What is your opinion of your child's school program this year?

	(Circle one number on each line) Agree Strongly	Agree	Disagree	Disagree Strongly
The program is too rigorous	1	2	3	4
Too much homework is assigned	1	2	3	4
More emphasis should be placed on athletics	1	2	3	4
The school day is too long	1	2	3	4
The staff appears very competent	1	2	3	4
My child is getting the preparation needed for college	1	2	3	4
More emphasis should be placed on fine arts	1	2	3	4
I am pleased with the total program	1	2	3	4
The extended day program provides constructive and beneficial activities	1	2	3	4
The school community laboratory project is beneficial to my child's development	1	2	3	4

7. What is the highest level of education you would like your child to attain?

(Circle one number)

Graduate from high school but not go beyond that 1

Graduate from high school and then go to a vocational, technical, business, or trade school 2

Go to a junior college 3

Go to a four-year college or university 4

Go to a graduate or professional school after college 5

8. Do you feel that most of the teachers at Banneker are qualified to carry out the goals of the Program?

(Circle one number)

Yes.....1
No.....2

If no, explain:

9. Other comments or suggestions:

After completing this form please fold, place in the envelope provided, seal and return to Banneker by your child before December 23, 1981.

Thank you,

Division of Quality Assurance
December 1981

APPENDIX E

APPENDIX E

LAST SCHOOL ATTENDED BY STUDENTS ADMITTED TO BANNEKER SENIOR HIGH SCHOOL IN 1981-82[1/]

D.C. Public Schools (number of Students in Parenthesis)

1. Backus JHS (8)
2. Ballou SHS (1)
3. Banneker JHS (14)
4. Brookland ES (4)
5. Browne JHS (6)
6. Coolidge SHS (1)
7. Douglass JHS (10)
8. Eliot JHS (7)
9. Ellington SHS (1)
10. Evans JHS (3)
11. Fletcher-Johnson JHS (5)
12. Francis JHS (2)
13. Friendship JHS (9)
14. Garnet-Patterson JHS (3)
15. Hardy MS (2)
16. Hart JHS (13)
17. Hine JHS (2)
18. Hopson MS (7)
19. Jefferson JHS (13)
20. Johnson JHS (8)
21. Kramer JHS (6)
22. Langley JHS (10)
23. Lincoln JHS (10)
24. Macfarland JHS (6)
25. Merritt ES (6)
26. Miller JHS (3)
27. Paul JHS (13)
28. Rabaut JHS (15)
29. Randall SHS (1)
30. Roosevelt SHS (1)
31. Roper JHS (3)
32. Sharpe Health (1)
33. Shaw JHS (3)
34. Sousa JHS (3)
35. Stuart JHS (5)
36. Taft JHS (8)
37. Takoma ES (1)
38. Terrell JHS (1)
39. West ES (2)
40. Winston ES (2)
41. Woodson JHS (2)
42. Woodson SHS (1)

Non-D.C. Public Schools (number of Students in Parenthesis)

1. Academy of Norte Dame (1)
2. Assumption (1)
3. Benjamin Stoddert (1)
4. Burgunday Farms (1)
5. Carroll (2)
6. Dupont Park (1)
7. ESHS (1)
8. Father Ryan (1)
9. Field (1)
10. Georgetown Visitation (1)
11. Holy Comforter (1)
12. Holy Family (1)
13. Holy Name (3)
14. Immaculate Conception (1)
15. LaPlata (1)
16. North Rockland (1)
17. Oakcrest (1)
18. Our Lady of Lourdes (2)
19. Our Lady of Perpetual Help (1)
20. Park (1)
21. Sacred Heart (1)
22. Salmon River Central (1)
23. Sidwell Friends (1)
24. Sligo (1)
25. Spaulding (2)
26. St. Anthonys (4)
27. St. Francis (1)
28. St. Gabriels (1)
29. St. Johns (1)
30. St. Michaels (1)
31. Takoma Academy (1)
32. Wade (1)
33. Washington International (1)
34. Westview (1)
35. William Wirt (1)

1/ Based on 273 responses to the Banneker Senior High School Student Questionnaire completed in the fall of school year 1981-82.

APPENDIX F

Benjamin Banneker High School

Student Profile in _____
Subject

Date: _____

Student's Name: _____ __F __S __J __Sr.
Classification

Cumulative Grade to date: _____

Student's Major Strengths:

_____

_____

_____

_____

_____

Student's Weaknesses:

_____

_____

_____

_____

_____

Teacher's Recommendation(s) for Improvement:

_____

_____

_____

_____

_____

General Comments:

_____

_____

_____

_____

_____

_____
Signature

_____
Title

To our Parents: If you would like to discuss your child's progress in this subject, please call our counselor, Mrs. Marion Flagg, to arrange an appointment.
I am available on _____
day of week

at _____.
time

Benjamin Banneker High School
800 Euclid Street, N.W.
Washington, D.C. 20001

The Community Laboratory Project
Student Evaluation Form
SY 1981 - 1982

__Advisory I 11-13-'81 __Advisory II 1-29-'82 __Advisory III 4-2-'82 __Advisory IV 6-14-'82

Student's Name_____Classification_____

Teacher Adviser's Name_____

	Excellent	Satisfactory	Unsatisfactory
Attitude toward students			
Attitude about work			
Cooperation			
Dependability			
Ingenuity			
Judgment			
Willingness to take directions			
Willingness to assume responsibility			
Attendance			
Punctuality			

Comments:_____

_____

_____

_____

_____

Total Advisory Rating: ___Excellent ___Satisfactory ___Unsatisfactory

_____
Supervisor's Signature

_____
Volunteer Site

Benjamin Banneker High School
800 Euclid Street, N.W.
Washington, D.C. 20001

PROGRESS REPORT

_____
Date

To the parents of _____:

As of today your child's grade in _____ is approximately _____.

If improvement is necessary, it can be accomplished through work in the things checked below:

____A good review of fundamentals

____More time and effort in daily home and school study

____Better methods of study

____Less carelessness in written exercises

____More thought toward the business side of school and less toward the social aspect

____Improvement of class and school conduct

____Improvement of attitude toward subject

____Better use of free time in school

____Frequent class participation

____More consistency in working habits

____Better school attendance

A check in more than one area indicates that your child is in danger of failing. The end of the advisory comes quickly and we cannot afford to put off until later the steps to be taken for improvement.

After you have read this notice and discussed it with your child, please sign at the bottom and return it to me. Your cooperation is greatly appreciated.

Sincerely,

_____

_____ _____
Parent's Signature Date

APPENDIX G

Prescribed Curriculum

The prescribed curriculum, by grade levels, is presented below.

Course Titles	Carnegie Units	
Grade Nine		
English I	1	
Algebra I or Geometry	1	
Latin I	1	
Modern Foreign Language I	1	
Laboratory Science or Biology	1	
Ancient and Medieval History	1	
Typing (Personal) and Note taking	½	
Physical Education	½	
Community Laboratory Project	½	
		7½
Grade Ten		
English II	1	
Geometry or Other Mathematics Course	1	
Modern Foreign Language II	1	
Chemistry or Biology	1	
Global Perspectives: World History - World Geography	1	
Health and Physical Education	1	
Community Laboratory Project	½	
		6½
Grade Eleven		
English III	1	
Intermediate Algebra or Other Mathematics Course	1	
History of the United States	1	
Life Skills Seminar or elective*	1	
Music-Art Seminar	1	
Elective	1	
Community Laboratory Project	½	
		6½
Grade Twelve		
English IV	1	
History of the District of Columbia	½	
United States Government	½	
Electives	3	
Community Laboratory Project	½	
		5½
Grand Total		25½

* Student may be exempted from Life Skills Seminar by examination and must take an additional elective.